

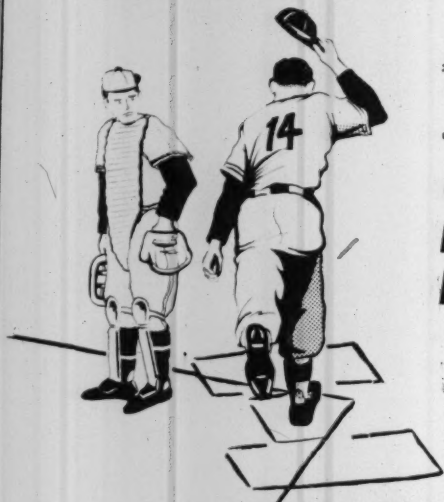
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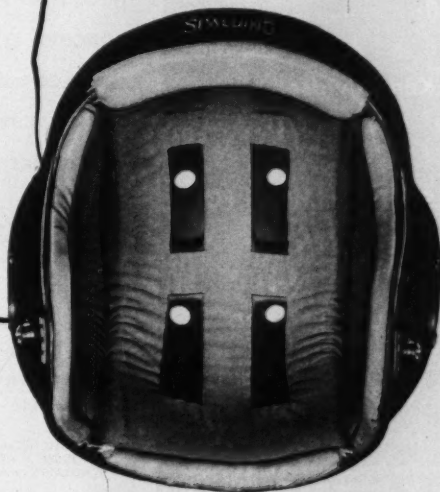


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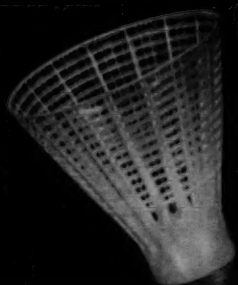
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VOLUME 20 • NUMBER 7 • MARCH

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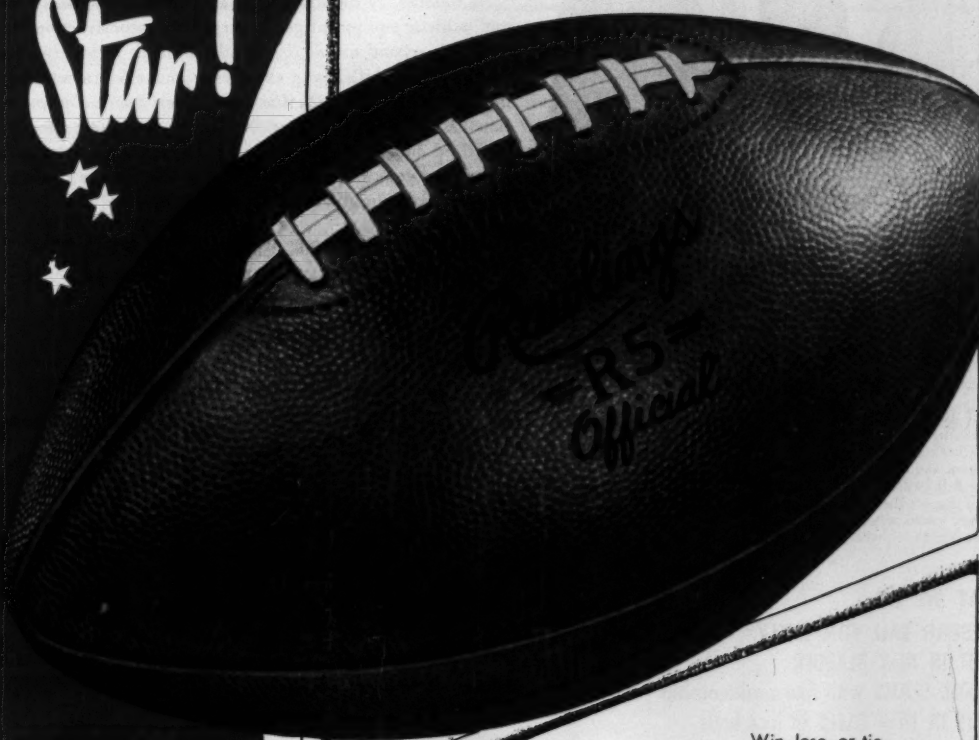
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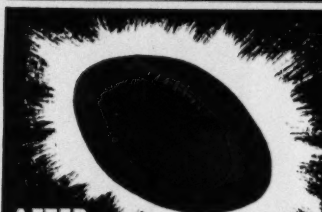
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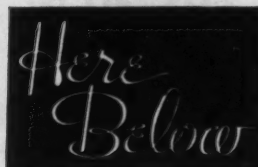
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Rotten eggs in the basket

AFTER dashing off our think piece on basketball "dumping" last month, we took a hot bath to expunge a feeling of foulness, and thought, "Well, that's it."

Well, that wasn't it. At the time we wrote the piece, only the Manhattan College filth had been dredged out of the cesspool of New York basketball. Since then, three more fetid scandals have been hauled out of the depths, and the stench has attained monumental proportions.

It isn't necessary to itemize the sordid details. They appeared in every paper in America. Suffice it to say, that ten New York players admitted "dumping" 15 games during the past two years.

As you'd expect, this sordid exposé shocked the country—not just the sports fans, athletes, coaches, and school men, but literally everybody. And the torrent of outraged indignation that followed was awesome—and wholesome. When people yell loud enough, they are heard; and what they yell about is given attention.

NEVERTHELESS, we feel that our colleges are letting themselves be panicked by steaming alumni, civic groups, and myopic columnists. In groping for a panacea for the affliction, they are shouting for basketball czars, the banishment of public-arena games, etc.

All this represents extremely superficial thinking. As we pointed out last month, the "return of the game to the campus" wouldn't solve anything. The roots of the disease lie much deeper.

The only "crime" of which the arena is guilty is in helping make a big time sport of basketball. Where you have big time sports, you have huge public interest . . . where you have huge public interest, you have gambling . . . and where you have gambling, you always run the risk of corruption. There will always be

some hyena who wants that extra edge, the sure thing.

This particular breed of vermin thrives in the big cities, and is the principal reason why New York—a basketball hot-bed—was the focal point of the plague.

WHAT you have to remember is that basketball games are not "fixed" in the public arenas. The boys are "reached" and the big gambling coups engineered—on the outside.

You must also remember that gambling is not confined to the games in the big arenas. It exists everywhere. And wherever you have betting—and just try to stop it!—there is always the danger of collusion. Consider these facts:

1. Junius Kellogg, the Manhattan College center who exposed two bribers, was approached in his dormitory, not in an arena.
2. Connie Schaff, the N.Y.U. player, was paid to help fix a game in the N.Y.U. gym, not in an arena.
3. The kids from City College were corrupted in the pure mountain air of the Catskill Mountains, not in an arena.
4. The midwestern players who were investigated for transporting gambling cards were attempting to distribute them before a campus, not an arena, game.
5. Players from Colorado, Georgetown, Oregon, and San Francisco have been approached for "dumps" on the campus, not in arenas.

While New York City is regarded as the Sodom of the hoop world, it is quite possible that games have been "dumped" in other sections of the country, where the police haven't been as vigilant and clever as the New York cops. The Kefauver Senate Crime Committee hints at some sensational disclosures on this score when it airs its findings this month.

Coaches all over the land cannot afford to be complacent. The mere

fact that they play their games in a campus atmosphere isn't a guarantee of purity. They might remember that the main nerve center of gambling on both basketball and professional baseball is Minneapolis, and that huge gambling rings also operate in Portland, Kansas City, Chicago, and St. Louis.

The sure-thing hyenas will never stop trying to fix games until it becomes unprofitable—when the public loses interest in basketball and stops betting.

In New York, many of the sports-writers and educators believe that is the solution: Return the game to the campus, let it revert to its ancient minor-sport status, and the fixers will lay off.

THIS is not only unrealistic, it is impossible. How can big hoop powers like N.Y.U., St. John's, City College, and L.I.U., after 15 years of operating on a lush, glittering scale, go back to playing in gyms seating from 800 to 1300?

Take N.Y.U., for example. Their gym holds 1200, tops. How are they going to accommodate their huge student and alumni following, to say nothing of the public? And what guarantee will they have that people won't bet on their games and that fixers won't try to contact their players on the outside? Absolutely none at all.

Take the income derived from the Madison Square Garden games. Do you know that it is the main source of support for the athletic programs of St. John's, Manhattan, L.I.U., and City College?

L.I.U., in a revulsion to the scandal, immediately canceled its entire intercollegiate program. This was extremely foolish, but, in a sense, necessary. With limited funds to begin with, where was the money to support baseball, tennis, fencing, swimming, etc., to come from?

A lot of people look askance at
(Continued on page 58)

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An analysis of the make-up, form, and training program of the current "world's fastest human"



Stanfield Sprinting!

By JOHN A. GIBSON
Track Coach, Seton Hall U.

ANDY STANFIELD, a fine, modest, unassuming boy, is truly one of the world's greatest sprinters. Winner of most of the country's choicest races, he has hit 9.5 in the 100 and 21.4 in the 220. And he has still to reach his peak! Before hanging up his spikes, he may well eclipse the existing world standards.

Andy typifies the tall, rangy type of sprinter. He is 23 years old, stands 6-feet 1-inch, and weighs 180 pounds. He is smoothly and beautifully muscled, a perfect running machine.

One of the things that makes a great sprinter is his ability to keep relaxed and loose throughout the entire distance. This is one of Andy's greatest assets. At no time during a race does he exhibit the strain he is undergoing while travelling at record-breaking speed.

How does Stanfield maintain this envious composure? Well, most sprinters use a high, tense arm action which, when fatigue starts setting in, binds them up so that they can't keep driving. Their weight is forced back on the heels, thus retarding the forward momentum that has been generated up to this point.

Stanfield, on the other hand, employs a low, loose arm action with the elbows furnishing the most momentum to the drive. His arms are

kept fairly close to the body, with the hands passing back and forth in the vicinity of the hip. This low arm action helps keep the entire body relaxed, thereby enabling the legs to move more freely than they could if the arms were carried high.

Stanfield's body is bent slightly forward from the waist, which takes the pressure off the legs and helps the forward momentum while running.

Knee action is all-important to a good sprinter. In fact, all other things being equal, it is the elevation of the knees which determines the eventual greatness of a sprinter.

Andy's knee action is impeccable. He has very loose hips which contribute greatly to the vital power produced by proper knee-lift. His knees exuberate power throughout a race, and rarely does their high action ever diminish.

With his beautiful coordination of knee lift, arm action, and body lean, Stanfield is a threat to the world records every time he goes to the mark—so long as the track conditions and his mental outlook are ideal.

Mental stability can make or break a sprinter, and it's a pleasure to report that I don't have to worry about Andy on this score. He has a cool head and does not excite easily. He cannot be thrown off gear

mentally, and this type of temperament is needed to attain great running heights.

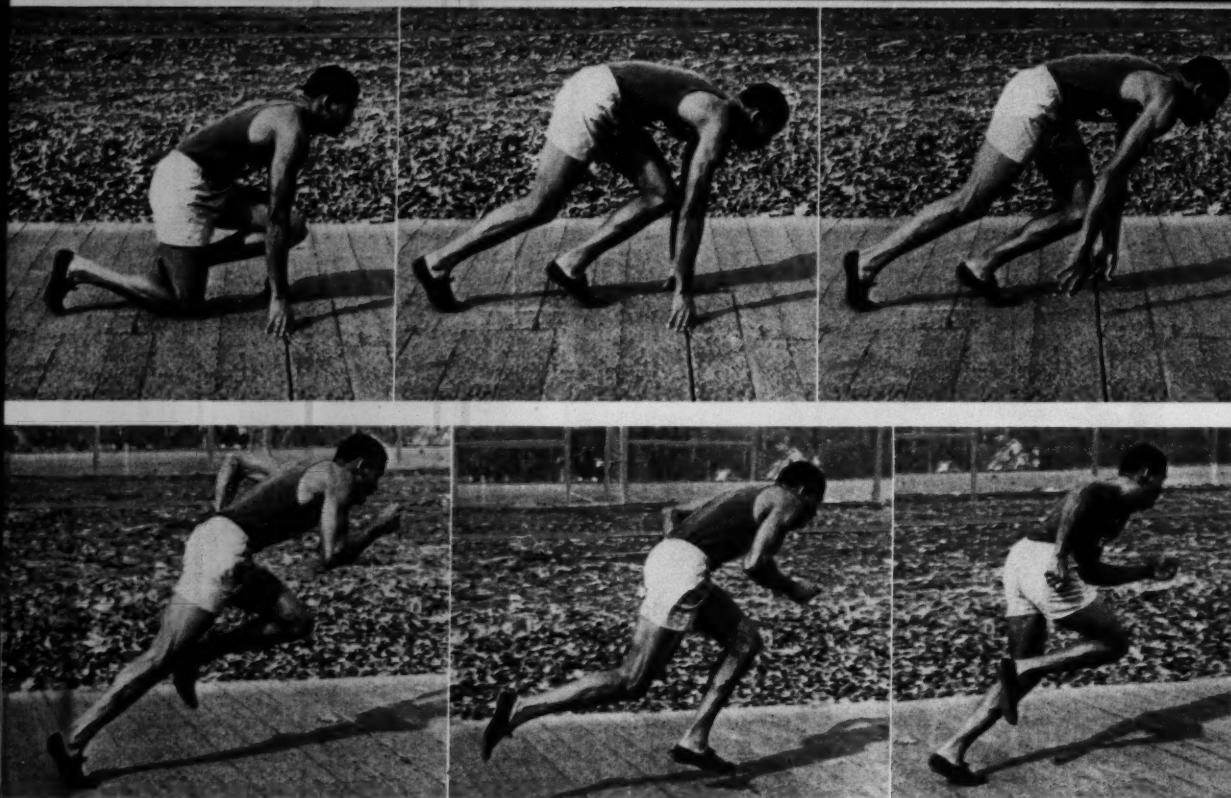
The track annals are filled with stories of lost races caused by lost heads, particularly in regard to sprinters. Dash men are like thoroughbreds. They are a nervous bunch of fellows who are easily excited. The least little thing, even a murmur from the crowd at the start of a race, may throw a good sprinter off his best form.

In this respect, a sprinter may be likened to a golfer when he steps up to address the ball. Everything must be quiet. That's why Stanfield has an advantage. He seldom gets ruffled, though in Boston last winter he did commit two false starts which disqualified him.

Like everybody else, Andy loves to win; and no matter how trivial the race may be, he always strives to make a good showing—but without humiliating the other competitors.

His training program is rather simple, but great pains are taken to see that the proper groundwork is laid for the long, hard campaign he annually undertakes from the first of January well up into late summer.

During the early fall, he goes out on the cross-country course with the rest of the team, including all the



sprinters and middle-distance men. At Seton Hall, everybody runs cross-country in the fall, regardless of how good they are or what distance they run. The speed at which they traverse the course is not as important as the distance they cover.

As a rule, Stanfield will cover as much as three miles three times a week during October and November. Sandwiched between these workouts are long striding 220's and 300's with, of course, stretching and tension exercises to keep the hips loose and the knees driving high.

I believe that exercise is one of the most important parts of a sprinter's program because he must be able to move from the hips in

order to attain speed. Any sprinter whose hips are not loose will find that at about the three-quarter mark of a race, when he must call upon his reserve, he will be fighting himself, thus impeding his forward progress. Such athletes give away valuable yardage to the competition.

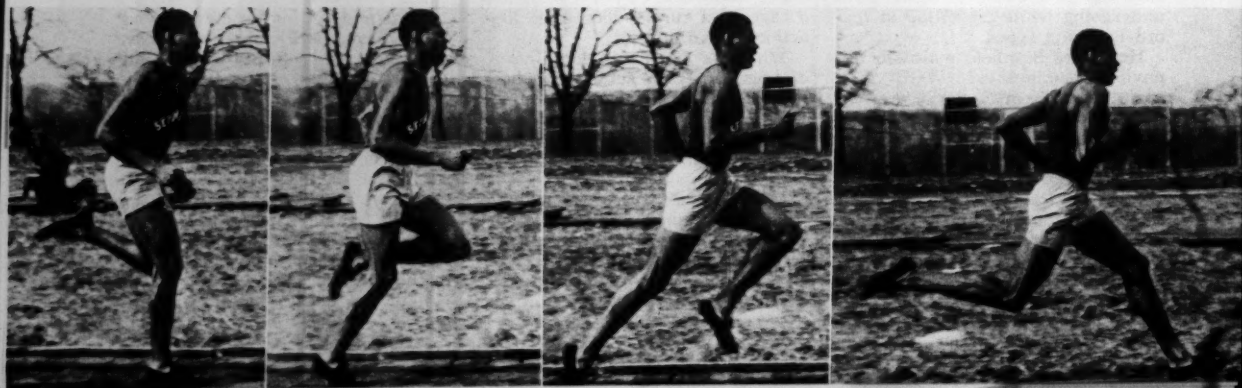
Included in Stanfield's workouts are bending and tension exercises such as those used by hurdlers. He does a considerable amount of knee lifts by driving his knee up as far as he can to his shoulder. His stretching and tension exercises are practically the same as a hurdler's—such as placing his heel on an object about 3' 6" above the ground and forcing the body down from the

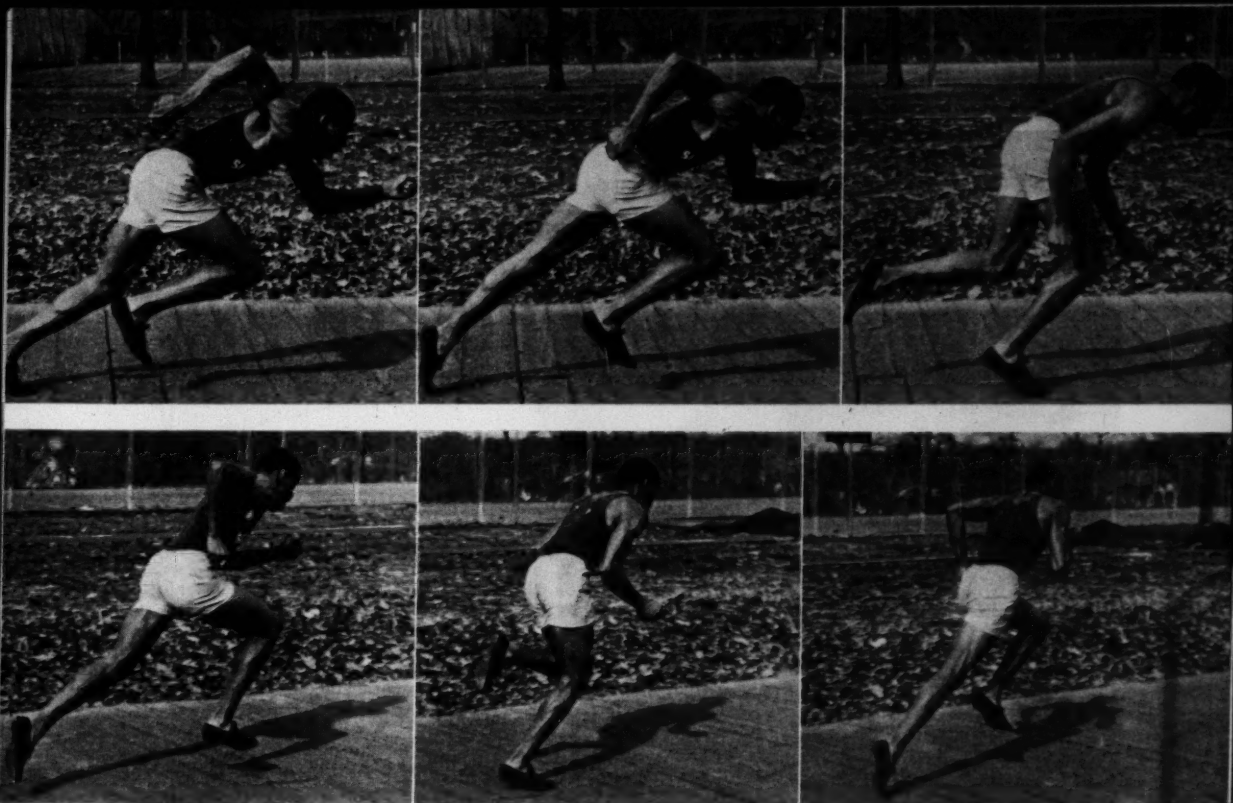
EXCLUSIVE SCHOLASTIC COACH PHOTOS

groin while keeping the knee stiff.

This particular exercise helps keep the hamstrings stretched and also elongates the thigh muscles, so that the driving action of the knees in sprinting will not cause undue strain. These are the main exercises; the remainder are fitted to the individual needs.

Considerable time is also spent on practicing starts. This has helped Andy immensely in the past year. Here again the art of relaxation is all-important. A certain amount of nervous tension is needed, but when it passes a certain point the runner is in trouble.





Stanfield was switched from a bunch start to a long start and the improvement was remarkable. He now does not have to give away valuable yardage as he used to.

While he may not be the fastest man off his mark, he possesses a quick pick-up and generates so much speed in the first 40 yards that in most dashes he is not compelled to call on his reserve in the last 20 yards. This is especially true in the indoor competition.

Almost every day a portion of his workout is devoted to starts, with more emphasis being placed on this on particular days and even more as the day of competition draws close.

Putting the stress on starts close

to the meet-day has a tendency to keep the mind alert to the necessity for a fast getaway. Here again it is necessary for the interval between commands to be altered with each start, so that in the event a starter is not consistent in the way he gives his commands, it will not unduly affect the athlete or cause him to be eliminated for false starts.

Andy does a good deal of jogging preliminary to his workouts. This, however, is done with a rather springy step, with specific attention on keeping it from becoming a plodding action. During the course of this jogging, he will occasionally break out into fast striding for distances of about 60 to 70 yards.

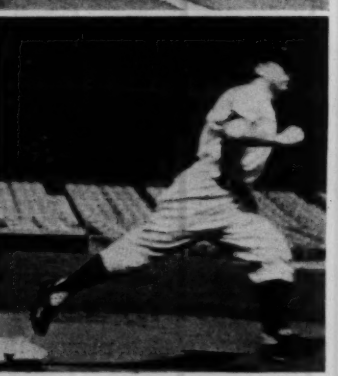
The warming-up period will take

the best part of a half hour and sometimes longer, depending upon the weather. At Seton Hall, the track men train outside all year round in all types of weather.

While over-distance training is considered rather unusual for sprinters, Stanfield consistently runs over his distance in practice and hardly ever runs trials at the prescribed distances in which he is going to compete. The shorter distances in workouts are used to bring out tremendous bursts of speed, while his over-distance workouts give him the needed stamina to carry him over the full route.

While Stanfield is reputed to be the fastest sprinter in the world, (Concluded on page 52)





The Hit and Run

By **CARL E. BOYER**

Baseball Coach, California Aggies

WHILE the hit-and-run play is a gamble, it is a good one when attempted in the proper situation. Runs win ball games, and advancing a man to the best scoring position is good baseball.

The hit-and-run is usually essayed with a runner on first and less than two out. Being a gamble play, it should be tried only when (a) your team is ahead, (b) the score is tied, or (c) the opponents are no more than one or two runs ahead.

The main idea is to advance the runner to third. Since a quick start is imperative, the runner should break for second with the pitch. This forces either the shortstop or second baseman to move toward the bag, and the batter attempts to punch the ball through the hole.

The hitter must swing at the ball to protect the runner. That's why the play should usually be employed only when the batter is ahead in the ball-strike count. He can thus expect the pitcher to come through with a good one.

The batter should always know who will cover second base. This will enable him to properly place the ball. Since the shortstop usually covers against a left-handed hitter, and the second baseman against a right-handed batter, the left hander should ordinarily try to drive the ball through the shortstop position while the right hander should hit through the second base territory.

The ideal time for the hit-and-

run is with one out, though it often can be pulled advantageously with none out. In the latter situation, however, it pays to play it more safely—that is, to have the batter sacrifice the runner to second or hit behind him. It all depends upon the score, stage of the game, and ability of the batter.

We use regular practice drills to develop the quick start essential for the runner. In one of our drills, we have four men at a time take a lead off first base. The batting practice pitcher holds them as close to the bag as possible. When he pitches to the plate, the runners break for second base.

This drill is repeated quite often during the first few weeks of practice. We then advance to another drill. In this one, the hitter, after taking his practice lick, automatically goes to first base. He is then given the steal signal, while the next batter is flashed the hit-and-run sign.

The batter hits the next pitch through the hole, and the runner tries to reach third. Our outfielders play the ball as in a real game. This type of drill is invaluable in that it approximates game conditions.

The hit-and-run may also be pulled occasionally with men on first and second. In this situation, it may be given as an option with a double steal.

Both runners may be given the steal signal with or without the hit-and-run sign being flashed. If the batter elects to hit the ball, the hit-and-run is on. If he lets it go, the double steal takes over.

The right-handed batter has a decided advantage in this situation. Since it is necessary for the third baseman to cover third, the hitter can smash the ball towards his strength—into the hole left vacant by the third baseman moving towards the bag.

(Concluded on page 52)

ROUNDING FIRST BASE

(Demonstrated by George Stirnweiss)

Whenever it is possible to advance past first, the runner should bear slightly away from the base line so that, upon approaching the bag, he can make the swiftest possible turn. The runner does not watch the ball until he reaches the bag. He then quickly locates the ball and, if possible, continues on without a break in stride. By hitting the inside corner of the bag with the right foot (as shown here), the runner can make his turn with the minimum amount of lost time and distance.

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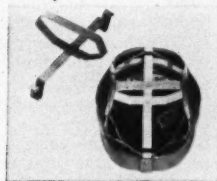
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Primer For Catchers

by **CARL E. BOLIN**

Director, Ozark Baseball Camp



DEVELOPING a good receiver isn't easy. It demands a lot of time, patience, and work, work, work. But the pay-off is big. A good catcher is worth his weight in mink masks. He stabilizes the pitcher, tightens the defense, and inspires the team.

Let's analyze the position, touching upon the eight principal areas: (1) physical requirements, (2) personality traits, (3) basic mechanics, (4) throwing, (5) handling pop flies, (6) plays at the plate, (7) sizing up the batters, and (8) drills and conditioning.

Physical requirements. In discussions on the physical qualifications of catchers, the pendulum of thought will invariably swing towards the little men. Somebody will always pop up to extol the virtues of backstops like Ray Schalk and Frankie Pytlak.

Among the all-time greats, Schalk and Pytlak were comparatively midgets of around 155 pounds. Both possessed good speed, fine arms, and exceptional ability in handling pitchers; and both were dangerous hitters.

A cold analysis of the facts, however, reveals that the good small man is an exception to the rule. The emphasis is on bigness, and the statistics show that the big, rangy type with power outnumbers the other type ten to one.

Size and ranginess behind the plate possesses a triple virtue. It offers a superior target for throws to the plate. It is a great comfort to the pitcher. And it helps absorb the pounding that goes with the job. Probably no other position, except first base, places such emphasis on a big frame and the strength that goes with it.

Personality traits. The very nature of the job makes it mandatory for the catcher to be a psychologist in his own right. He must not only know the strengths and weaknesses of each pitcher he handles, but the personality traits of each.

His prime responsibility is to help the pitcher, and he should understand that the average hurler, because of the terrific pressure he operates under, tends towards eccentricity. The pitcher cannot sweat out or work off a bad game immediately. He must stew around for days before getting into another game.

The .275 hitting catcher who realizes the nature of the pitcher's job and who is primarily behind the plate to help him is usually worth more to a team than the .350 hitting catcher who fails to realize this primary responsibility.

Just as the pitcher is the center of attention to the fans, so is the

catcher the cynosure to the rest of his teammates. The catcher has the best vantage ground from which to survey everything that is happening, and he should realize that every move he makes and every word he says will either inspire or destroy confidence.

Basic mechanics are the methods or ways of working. Every fan will remember Mickey Cochrane and Gabby Hartnett. These men were beautiful to watch receiving and throwing. Their mechanics were flawless.

At Rogers Hornsby's baseball school several years ago, Birdie Tebbetts advised a group of young receivers that *catching was 90% rhythm*. I have always remembered that statement, and it has contributed to our phenomenal success with catchers at the Ozark Baseball Camp.

Boys who can learn rhythm in their receiving and throwing will nail many a would-be stealer that the boys with stronger arms but no rhythm will miss. Good rhythm enables the catcher to get the ball away faster, and that is the secret.

Good balance is the foundation for rhythm, and constant improvement in balance and rhythm will promote a fuller relaxation.

The word "skill" is difficult to define specifically. However, in general, it may be defined as getting the most done with the least amount of effort. The skill of a catcher will depend largely on his improvement in relaxation, balance, and rhythm.

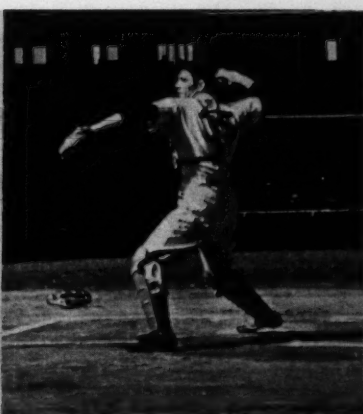
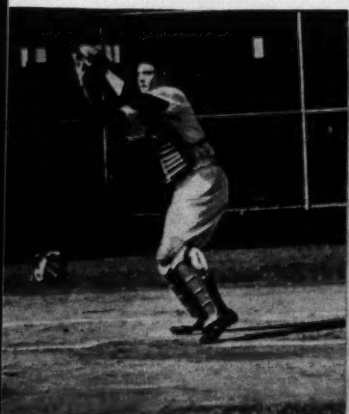
Signal stance. When giving signals to the pitcher, the catcher should go into a squat, getting up high on his toes with the feet fairly close together and the knees turned out. This sets the buttocks down on the heels, while the body from the hips up is erect and relaxed.

Most young catchers find this position hard on the leg muscles, and have difficulty maintaining good balance. But this will disappear with practice. One of the worst faults with nine out of ten young catchers is keeping the feet too close together.

The left arm should rest on top of the left thigh, with the glove hanging relaxedly over the left knee. This will effectively block the third base coach's view of the signalling area.

The right arm rests across the upper part of the right thigh, with the palm held against the inside of the thigh near the crotch, fingers pointing downward. The fingers are never projected below the line of the crotch. Otherwise the signs may be stolen from the rear.

(Continued on page 40)



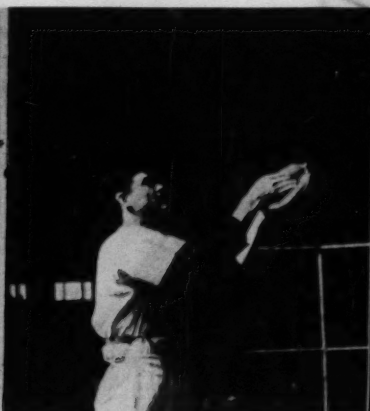
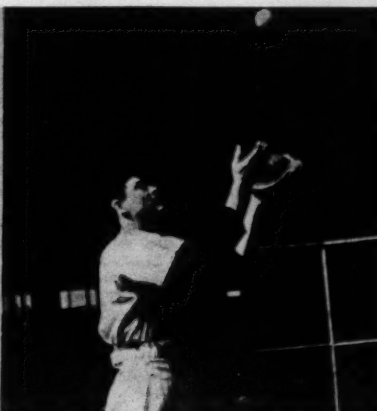
FORCE OUT: In a bases-full situation, the catcher makes the putout in much the manner of a first baseman. He leaps into position with both feet on the front part of the plate,

enabling him to shift according to the throw. On an accurate throw, as shown here, he tags up with his right foot, and then steps towards first with his left foot and throws.



THE TAG: On this quick tag play with the ball coming from the infield, the catcher squares off facing the thrower. He doesn't completely block the plate, but shows the runner

part of it. Upon receiving the throw, he drops to his left knee and puts the mitt right down in front of the plate. The runner cannot do anything but slide into the ball.



HIGH POP-UP: The catcher holds on to his mask until he locates the ball, then discards it in the opposite direction. Keeping relaxed, he gets under the ball so that it apparently

will come down on his nose. The spin will carry it out in front, where it can be comfortably handled directly in front of the head with the mitt turned upward.

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Color 14—White

White on Royal Blue silk braid trim

SHIRT—"V" neck, two rows of two color $\frac{3}{8}$ " silk braid trim around neck and down front, one row around sleeve ends.

PANTS—Full tunnel belt loops, one patch pocket. One row of two color $\frac{3}{8}$ " silk braid trim down side seams.

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Color 26—Pearl Gray

Scarlet on Royal Blue silk braid trim

★GRADE C388X SHIRT and PANTS

A good quality baseball flannel with Gabracord raglan sleeves.

Color 14—White

Scarlet sleeves, Royal Blue silk braid trim

SHIRT—Raglan Gabracord Sleeves, one color $\frac{3}{4}$ " silk braid trim over shoulders, down sleeves, and around sleeve ends.

PANTS—Full tunnel belt loops, one patch pocket. One row, one color $\frac{3}{4}$ " silk braid trim down side seams.

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Color 26—Pearl Gray

Scarlet silk braid trim

GRADE C288X SHIRT and PANTS

An excellent flannel for hard wear and service.

Color 14—White

White on Scarlet silk braid trim

SHIRT—"V" neck, two rows, two color $\frac{3}{8}$ " silk braid trim around neck and down front, one row around sleeve ends.

PANTS—Full tunnel belt loops, one patch pocket. One row, two color $\frac{3}{8}$ " silk braid trim down side seams.

Team Price **\$9.45**

Color 26—Pearl Gray

Royal Blue on Scarlet silk braid trim

GRADE C289X SHIRT and PANTS

A durable flannel at a moderate price.

Color 14—White

White on Scarlet silk braid trim

SHIRT—"V" neck, two rows, two color $\frac{3}{8}$ " silk braid trim around neck and down front, one row around sleeve ends.

PANTS—Full tunnel belt loops, one patch pocket. One row, two color $\frac{3}{8}$ " silk braid trim down side seams.

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PANTS—Full tunnel belt loops, one patch pocket. One row two color $\frac{3}{8}$ " silk braid trim down side seams.

Team Price **\$7.95**

GRADE C262X SHIRT and PANTS

A durable flannel at a moderate price.

Color 14—White

White on Scarlet silk braid trim

SHIRT—"V" neck, two rows, two color $\frac{3}{8}$ " silk braid trim around neck and down front, one row around sleeve ends.

PANTS—Full tunnel belt loops, one patch pocket. One row, two color $\frac{3}{8}$ " silk braid trim down side seams.

Team Price **\$6.45**

Color 26—Pearl Gray

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Guide for the New Baseball Coach

FROM placement records, we find that very few high schools hire a baseball coach as such. The usual procedure is to hire a history or math teacher who has had physical education training or some athletic participation which qualifies him to coach.

Regardless of the nominee's baseball experience or teacher training, however, he will be called upon to face several problems. Assuming that you are the new baseball coach, let us take a look at these problems.

The first issue centers around your relationship with the administration, the director of athletics, and the other members of the athletic staff. You must sort of feel your way around in establishing your exact position in the organization.

Regardless of the freedom or restrictions placed upon you, a happy relationship is essential for success. You should clearly understand eligibility requirements, practice time, scheduling policies, and available facilities and equipment.

If you are new in the school, you will have the double task of becoming acquainted with all the faculty and your playing personnel. Discover which teachers are sympathetic towards the players and which are not. Make friends of all of them and make them feel that they also play a role in the team's success.

Contact the captain of the team. He will usually provide the most help in sizing up your personnel and in furnishing information you cannot obtain elsewhere.

You should plan to start practice around March 1. However, this will depend upon your opening date, the climatic conditions in your locality, and the available facilities. We believe much can be achieved through the proper planning of indoor facilities. (For some ideas on this, refer to the author's first article in last month's issue.)

Whatever you do, don't antagonize the basketball coach and players by crowding them out of the gym in your eagerness to start baseball practice.

Much of your team's success will

By WILLIAM P. DIOGUARDI
Montclair St. Teachers College

depend upon the efficiency with which you utilize the limited time available for daily practice.

For best results, you should determine the particular needs of your squad and plan the practice sessions accordingly. Incorporate as many exercises and drills at one time as is practical and feasible for your situation.

Don't fall into a rut by spending hour after hour, day after day, on having the boys "hit three and bunt one." This sort of practice is necessary, of course, but other activities can be included at the same time.

With a squad of 15 or 20, you might want to adopt a plan similar to the one we use at Montclair. We utilize one batter, another on deck, a catcher, a pitcher, and a player backing up the pitcher.

The infielders and outfielders spread out in their respective positions, and we require the pitchers to throw better than half speed to make the batting practice worthwhile.

WORK FOR THE INFELDERS

Between pitches to the batter, we have someone hitting grounders to the infielders. This serves to give the infielders more fielding opportunities, keep them loose, and prevent them from getting cold.

We have the boy next scheduled to go on deck, bunting one round while the batter is hitting. To do this, we set up a canvas behind or to the side of the backstop, and have one player pitch at about three-quarter speed.

The coach can assume a position off to the side of the backstop where he can observe, correct, and direct all phases of this active practice.

Before starting this organized period, our boys are encouraged to loosen up their throwing arms and other muscles. Pepper games, foot-

work around the keystone sack, and sliding in a practice pit are some of the informal activities which help improve playing skills.

During the early part of practice, we like to run our pitchers and catchers through some fielding drills. All of these little informal activities also have a psychological purpose in that they get the boys into a playing mood.

Of course there's no better way of learning the game than by actually playing it. We like to put in as many innings as possible during the pre-season practice sessions.

Intra-squad games can help you decide on your varsity, correct mistakes which occur only in actual playing situations, and instruct your boys on strategy.

To accelerate this process, we permit each team to remain on the field or up at the bat for six outs at a time. After the first three outs, the runners who may happen to be on the bases, leave the field and the next three outs commence. After the second three outs, the teams change places.

This plan enables us to reduce the time it takes to switch from defense to offense, and vice versa. It also furnishes a way to give each pitcher a two-inning workout without having him sit on the bench getting stiff between innings.

Although the athletic director usually assumes the responsibility of purchasing equipment, arranging the schedule, and hiring the umpires, these duties are sometimes inherited by the coach.

If this is true in your case, you will find these chores extremely time-consuming. We believe that you can save time and, in the long run, money by purchasing standard brands from a local sporting goods distributor.

This plan is advantageous in that you can phone emergency orders to get quick service, and send the boys to select their own bats. By so doing, you may eliminate the psychological obsession many boys possess about not having the right bat. If they themselves do the selecting,

(Concluded on page 51)

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BASIC CHECKS

By SPRIG GARDNER, Mepham H. S., Bellmore, N. Y.

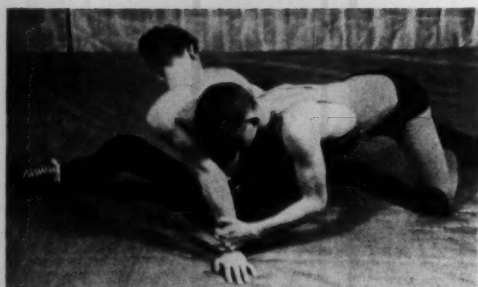
EXCLUSIVE SCHOLASTIC COACH PHOTOS

IN MY installment last month, I stated that the switch, turn-in, and wing are basic moves that every beginning wrestler should master.

It follows, then, that every wrestler should also learn how to check these moves. By learning these checks and practicing them to the command of the coach, the wrestler will not only improve his technique but will aid his balance and speed. We call the checking of the basic reversals our *Coverage Drill*.

We employ several checks to cover each of the bottom moves, and each check is given a name. Our beginners learn them all and use them as they see fit.

Switch or Any Sit-Through Position. The leverage created by the bottom man passing his right arm over the top man's waist arm and then anchoring his right hand against the inside of the top man's



SHOULDER-TO-ARMPIT CHECK



RE-SWITCH

right thigh, is what actually makes the switch effective.

Now, if the top man refuses to keep his right arm around the bottom man's waist, he removes the latter's opportunity to apply the leverage necessary to make the switch effective.

When you consider how many wrestlers depend on the switch as their best means of reversal, it seems worthwhile to use a check that has a better than even chance of removing the danger point, namely the spot where leverage may be applied.

It's easy to see that the leverage spot can be eliminated by having the top man release his opponent's waist. However, some hold must be maintained or the bottom man will break into neutral. We use the following teaching plan, again by the numbers.

Under Hook and Over Hook: The

bottom man sits through and reaches at half speed for the leverage spot. The top man keeps his spot of contact on the bottom man's right shoulder blade. He removes the waist arm and hooks his right hand under his opponent's right armpit, keeping his palm turned toward his own face. (See next page.)

His left arm slides over and under the bottom man's left arm, setting up a bar arm. He must be directly behind the opponent's shoulders, maintaining the spot of contact.

The bottom man is now in such a position that he cannot switch, stand up, or wing. He can only pivot to either side in attempting to regain his knees. The top man knows this and is ready to cover him in the same manner later described under Turn-In.

Special hints:

1. Wrestlers must go no further

until this initial step is completely mastered.

2. The bottom man should not move faster than half speed.

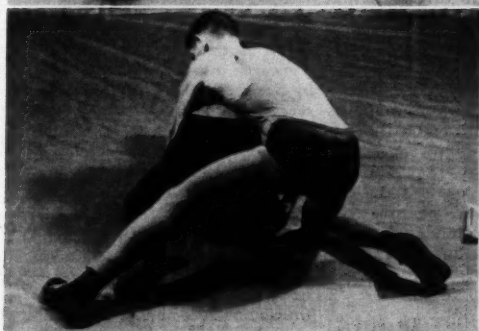
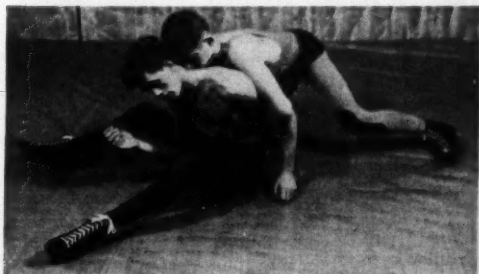
3. Pinning opportunities are possible from this position.

Shoulder to Armpit Check:

1. As bottom man sits through, top man drives his right shoulder into the opponent's right armpit, places his right cheek tight against the opponent's back, and reaches with his left hand for the bottom man's left wrist.

2. Top man comes to toes, feet wide apart, and takes two short, choppy steps, driving the opponent to his left side. If the top man has been fortunate enough to gain control of the opponent's left arm and force it behind his back, a pin is possible.

3. Top man hops completely across the opponent's legs to oppo-



FOLLOWING



RUN-AROUND

site side, keeping on toes, feet wide apart, knees flexed but not touching the mat.

Special hints: It's quite possible to find pinning opportunities while executing move 2 or 3.

Re-Switch:

1. Bottom man sits through and sets up the leverage position he desires to carry through his switch.

2. At the command "up", bottom man raises buttocks six inches off the mat and top man raises his right knee six inches off the mat, creating enough room to pass his left leg under the raised knee when he desires. At the command "down", both men return to the position in move 1. Repeat this several times.

3. Bottom man attempts his reversal at half speed without applying full leverage pressure. When bottom man gets three-fourths through his reversal, top man shoots his left leg under his own raised right knee, applies leverage pressure, and swings on top.

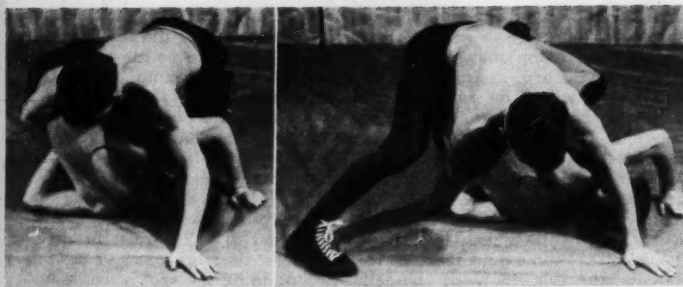
If the next two moves are used as a definite daily drill, I'm sure your wrestlers will greatly improve both their balance and ability to move. They will gain confidence in their ability to control their opponent without resorting to strong-arm tactics.

Following: Bottom man sits through and executes a turn-in (to the left). Top man maintains spot of contact, comes to toes, and swings behind man, never losing original position. This move is difficult to describe by either words or pictures, but you can work it out with a reasonable amount of thought and practice.

Run-Around: The bottom man will frequently execute his turn-in so fast that the top man will be unable to follow. However, the latter need have no fear, because he can still keep control by reversing his direction and running around the



Under Hook and Over Hook: When applied as described on the preceding page, the bottom man will be unable to switch, wing, or stand up; he can only pivot to side.



Hop Over: Top man, maintaining spot of contact, hops over opponent's legs into right-angle position on right side of bottom man. When properly executed (as shown), sole of right foot is flat on the mat, with the right knee flexed but not touching mat.

bottom man's head, left to right.

Bottom man again sits through and executes a turn-in (to left). Top man allows him to almost complete his reversal, then comes to his toes, places his right hand under the opponent's right armpit, gives a sharp drag or pull, and comes front, around the bottom man's head, taking position on opposite (right) side.

Our wrestlers use this drill every day when they are warming up.

Special hints: Top man must keep his knees off the mat, and must constantly keep his spot of contact, pivoting on his imaginary six-inch spike.

Hop Over: The wing, when properly executed is very difficult to stop. We have again attempted to work up a drill that can serve as a check and at the same time improve our objectives of balance and speed.

Bottom man, at half speed, takes top man's waist wrist and executes the wing. Top man, maintaining spot of contact, feet wide apart, hops over opponent's legs, left to right, taking up position on opponent's right side.

Top man must land on bottom man's right side, at right angles to opponent. The sole of the right foot should be flat on the mat, with the right knee flexed but not touching the mat.

Roll Check: The bottom man may often set up his wing and catch the top man before he can hop over. When the latter senses that the bottom man has control and he (top man) is going over, he must continue the rolling motion as fast as possible in the hope of regaining his original position before the bottom man can complete his reversal.

Special hints: Top man must continue roll with all the speed he can muster.

The description of these basic

moves in no way represents an effort to teach holds with which probably every wrestling coach is thoroughly familiar. It is an effort, however, to combine them into a series of drills aimed at the development of wrestling balance, speed, and general ability to move in a graceful and efficient manner on the mat.

We have on our wrestling squad approximately 150 boys ranging from 13 to 18 years of age. Obviously, to handle a group of this size, many of whom are beginners, a definite teaching plan must be observed. I'm firmly convinced that this systematic drill pattern does the job of properly training them.

We cannot expect to produce a well-rounded wrestler without organizing our practice sessions so that he must work on certain fundamental moves each period.

At the same time we must make sure the material is planned and organized in progressive fashion. Nothing will stimulate a boy more than knowing he is gaining new knowledge and a better command of the moves he already knows.

The coach may assure this by designing a definite daily practice plan and making sure that no boy is ever idle.

THIS is the concluding installment of a series of three articles by Sprig Gardner, the fabulously successful coach of the Mephram High School (Bellmore, N. Y.) wrestling teams. Developer of many champions and a coaching-school lecturer of wide repute, Mr. Gardner has a skein of 100 straight dual meet victories to his credit. Since this streak was broken several years ago, he hasn't lost another meet. His first article in December was on organization, while his second article last month was on basic reversals.



home run or hole in one . . .



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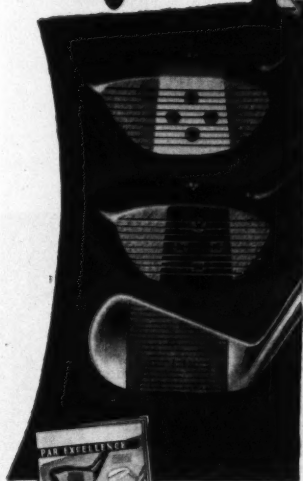
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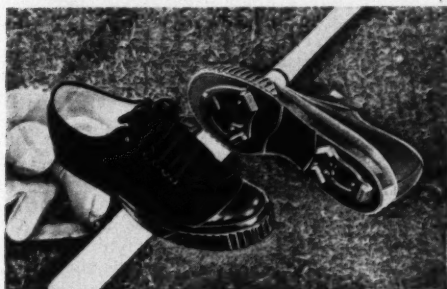
TEAM-MATE Keds star in Girls’ Basketball; are fine general purpose shoes for all sports. Light, husky molded soles for speed and fast stops; Shockproof Arch Cushions; cool breathing fabrics. All these features add up to resilient comfort in action. White. Women’s sizes, 2½ to 10.



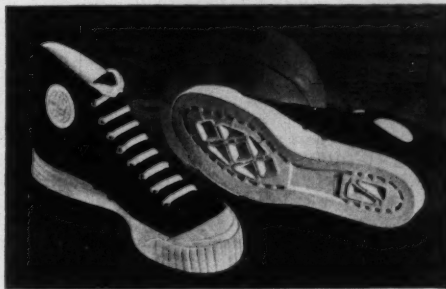
CAL-COURT Keds have features for fast-moving comfort. High-service toe-guards, pebbled soles for sure grip on hard courts. Shockproof Arch Cushions and Cushioned Insoles. White, men’s, 5 to 14. Women’s, 2½ to 10.



DECK KEDS, originally designed for yachting, give extra-fine anti-skid footing for court games. Note slotted soles. Heavy bumper toes, Shockproof Arch Cushions and Cushioned Insoles assure relaxed poise for muscles. White or blue. Men’s sizes, 6 to 12.



LITTLE LEAGUE Keds are widely acclaimed and used in Official Little League Baseball. Molded rubber cleats eliminate spike dangers. Famous Keds Arch and foot health features offset fatigue. Hard safety toe caps. Black. Men’s sizes, 6½ to 10; boys’ sizes, 1 to 6.



BIG LEAGUER Keds have top features for basketball and general all-around wear. Deeply molded, anti-slip soles; Cushioned Shockproof Heels and Cushioned Insoles; sturdy construction. Cool, breathable, washable. Black. Men’s sizes, 6 to 14; boys’, 2½ to 6.

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ROCKEFELLER CENTER, NEW YORK

Small-School Track Stimuli

By **PAUL R. KELLER**

Ohio Coach and Track Starter

ALTHOUGH track is as colorful, thrilling, and beneficial as any other sport, it still requires a heavy selling job, particularly in the many small county schools and certain "A" schools where it is considered a "minor" sport.

Since the coach is the hub around which the track wheel revolves, let's see what he can do to prepare himself for the task at hand. We'll assume that *you* are the coach.

First, never miss an opportunity to pick up valuable "know-how." Make yourself a walking dictionary on track. You can do this by attending every clinic within reach; by enrolling in courses under proven high school or college mentors; by reading every article you can lay hands on; by purchasing or renting films for detailed use; by carefully studying the form exemplified by outstanding stars in your vicinity; etc.

You must eat, drink, and sleep track if you expect your boys to get excited about it.

Now that we have a coach who thoroughly knows his sport and who is imbued with an infectious track spirit, we can move on to some of the specific things he can do to sell the sport to his boys.

No boy will come out for track and work hard if he has only the county meet to look forward to. Schedule a dozen or so meets every year, including several of the dual variety. A heavy schedule of "duals" will do most towards developing a deep, well-balanced squad.

By giving all your boys an opportunity to compete, the duals may uncover a couple of "sleepers" for you. Some boys with little natural ability need a lot of work and competition, and you can't give it to them by leaving them home while you're taking the established stars to the big relay meets. The dual meets offer these lesser lights a full opportunity to develop.



Begin these meets early. In Ohio, "early" means the first week in April. From then on, you should have one or two meets a week up until the latter part of the season, when a slight tapering off is essential.

You must realize that while it's fun to practice basketball, baseball, football, and most other sports, it's slightly different in track. The fun seems to lie mostly in the meets. Hence, one of your best bets in developing a track team is to hold meets, meets, and more meets.

Don't overlook the possibilities afforded by interclass meets. Many boys put class before school, and will come out in large numbers for interclass affairs. Many of them will develop an interest in the sport, remain on the squad, and quite often become valuable point-getters.

In addition to furnishing new members for the team, the interclass meets serve wonderfully in helping the boys determine the event or events for which they have natural aptitude.

For this reason, it's advisable to encourage the competitors to engage in every event. Obviously, some of them will have to be excused from the pole vault, hurdles, and mile run. But many of the youngsters will enroll in every event.

To stimulate heavy participation, award a trophy to the meet's top scorer and medals to the other ten high scorers. The fun, spirit of competition, and all-around benefit

gleaned from interclass meets are immeasurable.

The conditioning program must begin in the gym just as soon as the basketball season ends. Since in most small schools many of the tracksters also play basketball, it is impossible to do much with indoor track until the hoop season is over.

At Prospect High, the first call for track practice would be made just as soon as our basketball team was out of the running for county or district honors.

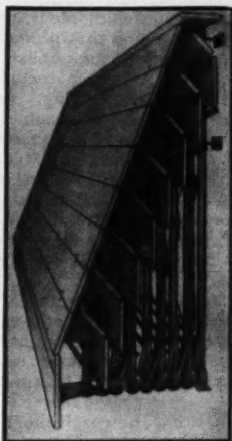
What can be done inside that would tend to carry over to the outdoor campaign? Many things. Though our gym floor was only about 69 ft. long, I am certain much good was accomplished.

In the first place, more intensive coaching is possible indoors. All your boys will be within shouting range, and as they take their laps around the floor you can call out any flaws you discern.

Indoors is also an advantageous place for detailed coaching on starting. And if your floor is long enough, you can also work a bit on "pick-up," an important but often neglected phase of sprinting. By hanging mats against the wall, it is possible to include some actual competition in the form of short dashes.

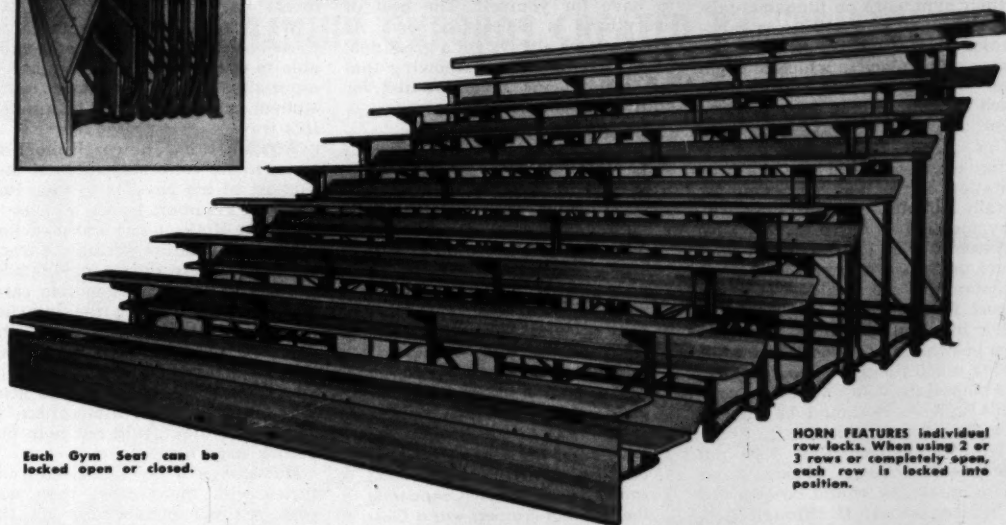
Prospect's nine-year winning streak was kept alive more than once by her preponderance of good hurdlers. These hurdlers got their start in our indoor workouts.

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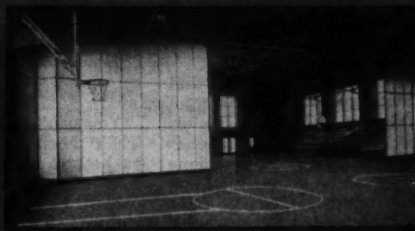
HORN FEATURES individual row locks. When using 2 or 3 rows or completely open, each row is locked into position.

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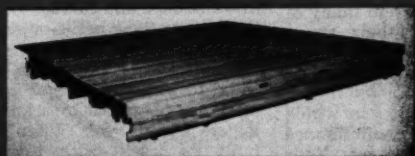


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learning to hurdle is to walk up to the hurdle and "step" over it in good form, it was easy to get practically all the boys to go through this and other basic fundamentals. We used two hurdles to advantage in our gym, and many a boy who never would have tackled those "awful obstacles" outdoors, thus learned to hurdle.

We also worked considerably on baton passing, and much of the credit for our boys' superlative passing in the meets could be attributed to their gym work on fundamentals.

For coaches who believe in calisthenics as a track conditioner, the gym is a fine place in which to begin these exercises—with either the coach or one of the boys leading them.

One of the best motivators the writer ever employed was the presentation of trophies or medals for certain definite, preconceived improvements. I would study my boys so intently that I could pretty well figure out what "normal" and what "outstanding" performances I could expect from each.

For instance, let's take John Doe. Last year he put the shot 38 ft. After giving much thought to his physical and mental make-up, we might conclude that John should be able to tack 2 ft. 6 in. to his mark.

This would mean that if he put the shot 40 ft. 6 in. in one of our spring meets, he would be awarded a bronze medal. If through persistent effort he would reach 43 ft., a small trophy would be awarded for outstanding improvement.

Similar marks were worked out for every boy and for all his events. These marks were typed on cards and then taped on the boy's locker, where they would be noticed every time he opened the door.

There was absolutely nothing that gave the boy more satisfaction than "taking" the school for a few medals and possibly a trophy. Coaches thinking of adopting this scheme should make certain that the improvement marks decided upon are fair and within reach of the boys. Putting these marks out of reach will only defeat their purpose.

While everyone is well aware of the value of movies in coaching, how many coaches actually employ the camera as an integral part of their program? Very few.

The two main advantages derived from the movie camera are (a) the coaching value and (b) the motivating value. The accomplishment of either makes the venture worthwhile.

During his latter years at Prospect, the writer had pictures taken of every meet. These films were

shown to the boys, their parents, and all interested organizations.

Any boy whose form left something to be desired, would be asked to work extra hard. The movies put the boys on the spot and they knew it. This helped them become "form-conscious," and track, to my way of thinking, is more a matter of form than any other sport.

The old saying that "No carpenter is better than his tools" certainly applies to track. Get your boys the kind of equipment you would like to have for yourself. The best of everything is never too good. At Prospect, we always got a great deal of satisfaction out of knowing that our track team never wanted for equipment of any kind.

PAUL R. KELLER, of Orange Junior H. S., Delaware County, O., is one of Ohio's busiest track starters, handling some of the biggest meets in the state, such as the Ohio Wesleyan Relays, the annual Ohio Conference Meet, the All-Ohio College Meet, and sundry other college and high school affairs. Before taking over at Orange, Mr. Keller was famed as the coach of the Prospect H. S. powerhouse track teams. In nine years (1934-42) at Prospect, his team never lost a meet (exclusive of the big meets), reeling off 43 consecutive victories. Considering the fact that Prospect was a Class B school with an enrollment of only about 40 boys, Mr. Keller's achievement was doubly distinctive. By way of acknowledging his organizational ability, the coaches of the state elected him third vice president of the Ohio Track Coaches Assn. the first year that famous organization was formed.

You can't expect to sell a boy on track when he is forced to run in basketball shoes or ill-fitted or ancient track shoes, or when you don't furnish him with good, warm sweat clothes.

This is a must, especially when you have cold, gusty spring weather, as in Ohio. In fact, in most of our early season meets, we had many of the boys compete in their sweat clothes, feeling that the future was more important than immediate outstanding performance.

There are several ways in which money can be raised to help finance the purchase of equipment. Your track team could easily net \$100 or more on one, well-organized scrap drive. Prices paid by junk dealers for papers and magazines have more than tripled due to the war situa-

tion; and you may take advantage of this to bolster your equipment fund.

A Prospect method that produced excellent results was the publishing of a track booklet which included advertisements by leading merchants. The bulk of the book was made up of valuable and interesting information on Prospect and Marion County track—Marion County (High School and Junior High) track and field records, Marion County relay records, Prospect track and field records, and the results of all our track meets.

We printed several hundred of these booklets and made them available to everyone in the community, especially the pupils, since much student enthusiasm could be kindled this way.

Another thing the coach must do to earn the continued interest and support of his boys, is to give immediate attention to all injuries. I know the Keller home was a veritable first-aid station during the track season. We were always playing host to boys in need of immediate care.

And while treating the injuries, we would take advantage of the situation to talk track, work out any problems which did not require attention on the track, and in general create a track atmosphere in which they boy could not help but absorb some benefit.

Remember, a boy's neglected injuries will, more often than not, cost you his membership on the squad—a membership for which you may have worked extremely hard. So be smart and do everything you can to keep him out.

Another way to stimulate interest in the sport is to give the boys a decent track to run on and A-1 pits to jump in. And once you get that decent track and A-1 pits, keep them that way. There is no excuse for the coach who won't keep his track free of grass and other foreign objects, especially oversize cinders.

We at Prospect always felt mighty proud of the way our track and pits looked. They just didn't happen to get that way. The writer spent hundreds of hours, in all kinds of weather, keeping the track and pits in tip-top condition. This bred pride into the boys and further stimulated them to do their best—on the "best" track and in the "best" pits.

May I suggest that when planning to build a modern track, pattern it after one possessed by a known collegiate track power. When Prospect built its track, with the help of W.P.A. funds, I spent many an hour studying the famous Ohio Wesleyan set-up and was constantly in touch with Coach George Gauthier, who

(Continued on page 46)

WHAT'S ALL THE

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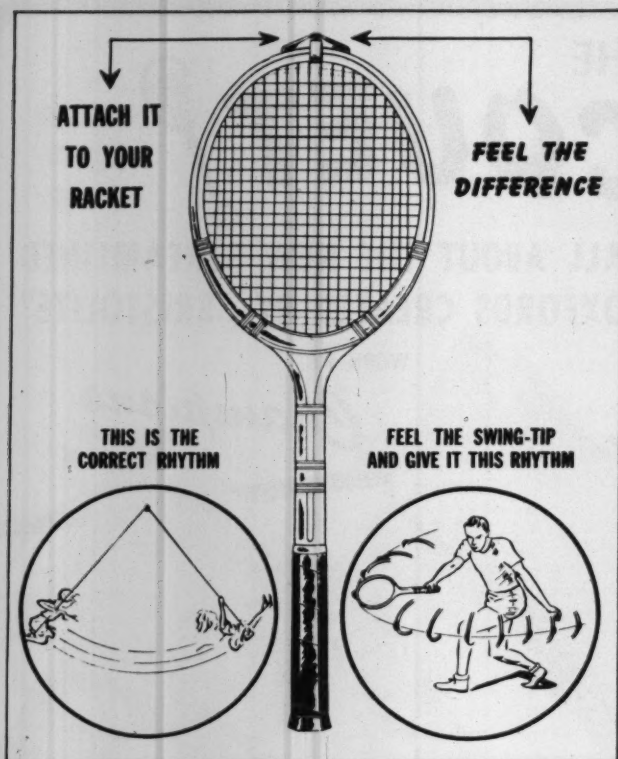
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Swing the Racket!

FROM the many books on tennis and from the statements of leading professionals, it would appear that the premise underlying all teaching methods is whether the body initiates the swing or is responsive to it.

Many experts who feel that the swing starts from the body believe that a sequence of action is necessary, requiring the foot, hip, shoulder, arm, and hand to wind up in that order and then unwind in the same order.

Others also believe that the body initiates the action, but describe the foot-body-arm relationship as a single action in which all of these parts start together and move simultaneously from start to finish.

These are the two points of view most commonly expressed by the

teachers who believe that the body starts the swing. Of course there are many variations of these theories, and by the time you've finished experimenting with them, you'll really be in a daze.

I subscribe to the other school of thought, namely that the body is responsive to the swing. In my opinion, this provides the learner with a freer, more natural, and more accurate method by which to develop.

The requirements of this approach are as follows:

1. The proper grip.
2. The proper position with respect to the ball.
3. The correct rhythm applied by the hand to the head of the racket.
4. The freedom of the body to go with the outward pull or centrifugal force of a true swing.

By **DAN HALPERN**

Tennis Pro, Newark, N. J.

In this article, I will limit myself to enlarging upon point three, which is the main key to understand and develop.

I believe that tennis is essentially played through "feel" or "touch." Inasmuch as the hand is the only part of the body which actually comes in contact with the racket, it must be assigned the responsibility of directing the action of the racket.

Furthermore, as the hand learns to impart an increasingly better type of swinging motion to the racket-head, it will develop the desired sense of "touch" or "aliveness."

You may wonder what I mean by the proper motion. In answering that question, I think it is important to determine scientifically what form of action can give the player the truest arc, and the most precise timing within that arc. What's more, this motion must enable the player to get the maximum amount of force with the least amount of effort.

In other words, we want a motion which, when utilized properly, would simultaneously give us the proper arc, timing, force, balance, and rhythm.

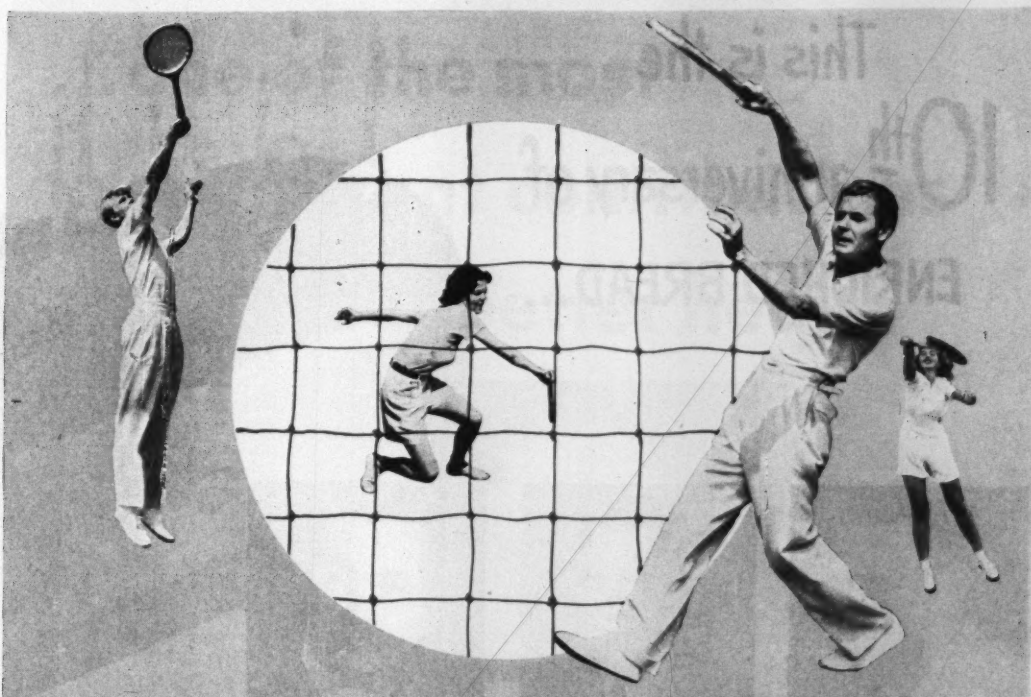
Happily, there is such a motion. But too few understand it. I refer to the action of the pendulum. My contention is that as one learns to impart a pendulum motion to the far end of his racket, he will be rewarded with all the desired aforementioned objectives.

Furthermore, this type of motion will help the player develop all the so-called musts, or required fundamentals, automatically and to a truer degree than could ever be attained by conscious effort. This may sound like an over-simplification, yet my studies over the years have found this to be the case.

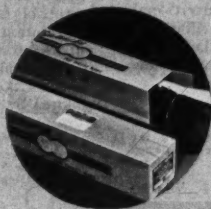
Many years ago I recognized the validity of getting the racket-head to swing with the same rhythm as that of a play-swing in action. However, I owe a great debt of gratitude to Ernest Jones, that superb golf teacher, for helping me grasp this idea more fully.

From watching Mr. Jones teach for many an hour during the past five years or more, I learned to understand many of the implications and far-reaching ramifications of this pendular, rhythmic approach. I sincerely believe that tennis players could definitely profit from this insight. With this in mind, I would like to present a brief explanation

(Continued on page 54)



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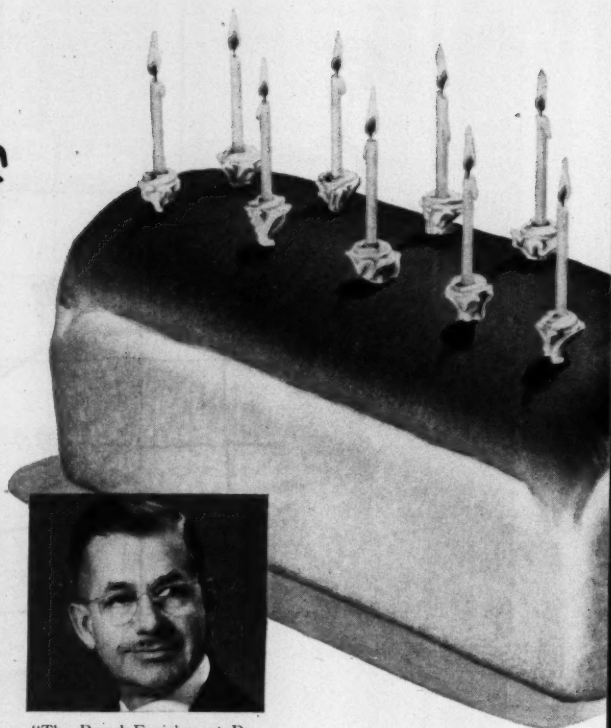
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Professor of Biochemistry and Dean of the Graduate School, University of Wisconsin.



"Ten years ago, when the bread enrichment program started, its probable value was indicated by the study of only a few human subjects; today, the positive value of enrichment has been established in terms of better health for all."

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Emeritus Professor of Medicine, Mayo Foundation; Member, Food and Nutrition Board, National Research Council (Chairman, 1940)



"The Bread Enrichment Program has made a substantial contribution to better nutrition. As we celebrate its Tenth Anniversary, let us look forward to further nutritional improvements that will enable bread to play a still larger role in the advancement of the health of our people."

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Professor of Biochemistry and Nutrition; Director of the School of Nutrition, Cornell University



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THOMAS PARRAN

Dean, Graduate School of Public Health, University of Pittsburgh



"Enrichment of bread is the most important recent advance in mass improvement of the nutrition of the people of this country."

PHILIP C. JEANS, M.D.

Professor of Pediatrics, Children's Hospital, State University of Iowa; Member, Food and Nutrition Board, National Research Council



"Enrichment of white bread and flour is bargain health insurance for millions who are prone to nutritional disease."

R. R. WILLIAMS

Member, Food and Nutrition Board, National Research Council; Chairman, Williams-Waterman Fund for the Combat of Dietary Diseases

"Bread and flour enrichment is probably the most important contribution of the science of nutrition to public health since the virtual eradication of clinical rickets in infants and children by using vitamin D."

NORMAN JOLLIFFE, M.D.

Director, Bureau of Nutrition, New York City Department of Health

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Chairman, Food and Nutrition Board, National Research Council

"Nearly all American scientists interested in public health and good food agree, on the basis of ten years experience, that the enrichment program makes an outstanding contribution to health and to the enjoyment of eating."

C. G. KING

Scientific Director, The Nutrition Foundation, Inc.

...one of the most significant contributions to your better health

By
ELMER L. HENDERSON, M.D.
President,
American Medical Association



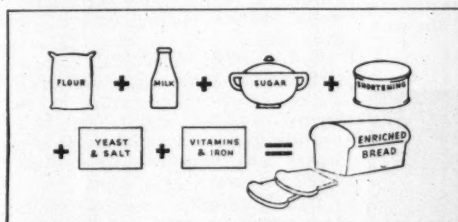
"It is encouraging and gratifying to compare the health of the American people today with what it was 10 years ago.

"And I do not think it is too much to say that a very important part of the more buoyant health and the increased mental and physical vigor the American people enjoy today can be directly credited to the enrichment of

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"That is why this 10th birthday of enriched bread is a significant occasion to the medical profession—one on which I am proud and happy to congratulate, on behalf of my colleagues, the many people, some of them pictured on these pages, whose untiring efforts made possible the bread enrichment program.



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Gym Demonstration

By RAY HAACK, St. Joseph (Micn.) High School

SOMETIME during the school year at St. Joseph, as perhaps in other schools, the physical education department turns its attention to a demonstration which will show the community the type of work being done in the gym classes by our boys and girls.

Through trial and error, we have discovered that no matter what type of method is used to present a demonstration, long-range planning is required to be successful.

For the beginner, there are several things to consider. First in importance is the necessity of a motif, or theme. A theme gives the show color and meaning, and adds continuity to the entire program.

Another vital concern is publicity, especially if the program is to be used as a money-maker as well as a public relations event. The local newspaper, school paper, posters, hand-bills, and pictures, plus the local radio station, offer good means of advertising.

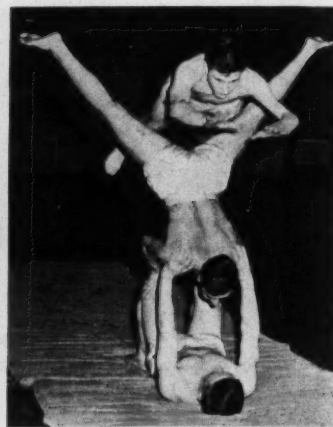
Another essential factor is the surveyal of all available equipment

and facilities. Other school departments will usually be willing to cooperate on this score.

Our final decision the past year was to present our demonstration in the form of an "English Pageant" with entertainers coming from various countries to perform before the King and Queen, who represented health, and a Prince and Princess, who represented happiness.

When we began asking boys and girls to reign over the program we were refused. Then we put it on a competitive basis. Application blanks asking for name, age, grade, extra-curricular activities, sports activities, hobbies, and scholastic average were handed out in the home-rooms.

Nearly 300 of these applications were turned in to our selection committee, composed of the physical education department and the principal. From these a king and queen were selected, but their identity was kept a secret until the evening of the performance. This greatly increased ticket sales among the student body.



The pageant opened with a trumpet fanfare and entrance of the king, queen, prince, and princess, who took their places of honor on the red-velvet throne.

The first group to entertain was the Swedish parallel bar team. The boys appeared in uniforms made from white sailor pants, with maize and blue braid on the side seams. Their hair was greased and parted in the middle, and handle-bar mustaches were painted on.

The main exercises executed on the bars were forward and backward rolls, leg travels, leg cut-off, kips, shoulder stand, hand stand, front and back flips, and speed rolls. These were organized into various combinations with each boy using a different mount and dismount.

These bar exercises were performed by tenth grade boys after less than three months work in the gym class.

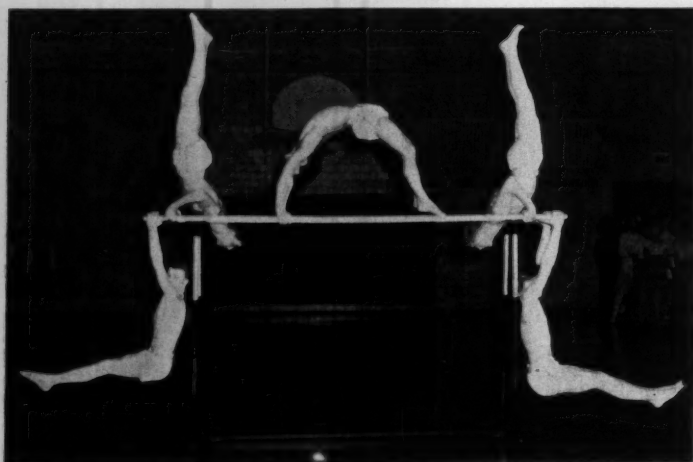
In connection with this group, a girls' ninth grade class presented a series of exercises to music in the formal Swedish style. The girls wore long-sleeved white shirts, red sashes and bloomers, long black hose, and, white gym shoes.

Dances of other countries—German, Russian, Hungarian, Irish, Scotch, English, and Scandinavian—were done by other girls' classes. Each group wore the costume of the country it represented, and each girl made her own outfit.

Our coeducational dancing was illustrated by the seventh and eighth grade boys and girls doing several American folk and square dances. Various members of this group called their own dances.

South America was represented by a springboard team. This routine consisted of high dives, full

(Concluded on page 47)



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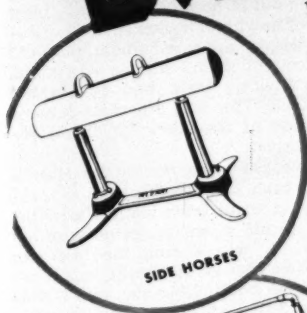
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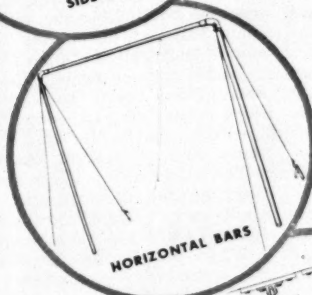
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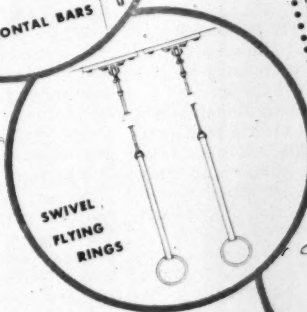
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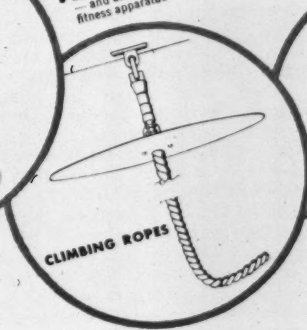
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HORIZONTAL BARS



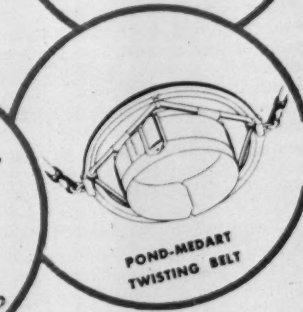
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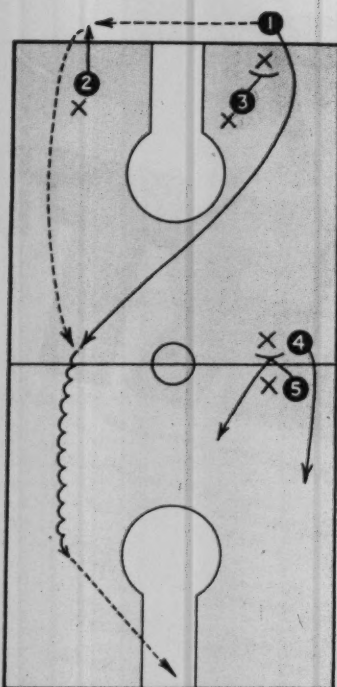


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Trick Stuff for Coaches

By **GEORGE L. HENDERSON**
Coach, Mansfield (Ill.) High School

COACHING football or basketball is an occupation which calls for heavy cerebration. In some respects, it is similar to playing chess or mounting a military operation. Plans must be concocted, groundwork must be laid, special situations met, men of varying ability utilized to best advantage, etc.

The rules limit the extent of this strategy. They outline proper procedure and outlaw unfair practices. Within this framework, the coach has a free hand—a free hand to try to outgeneral the opposing coaches.

The coach with the biggest bag of tricks, so to speak, will win more of the close games. That's why, when breaking down the component parts of any contest, one truth will repeatedly appear: A good fake is worth its weight in gold!

Football and basketball perfectly illustrate this point. Many other games also illustrate it, of course, but for brevity's sake we'll limit ourselves to these two.

One of the cleverest stunts I ever saw on a basketball court occurred in the City College-Oklahoma game of two years ago. Concocted by Bruce Drake, the astute Sooner mentor, it was a cameo of ingenuity—even though it missed fire by a hair. The play is outlined in the accompanying diagram, and the descrip-

tion is by Coach Drake himself!

"With four seconds to go, City sank a field goal to go ahead by a single point. That gave us the ball under our defensive hoop with just four seconds to work it the entire length of the floor and into the basket.

"Our captain, Paul Courty, called for time out. We were gambling that City would go into a full-court press despite the fact that only seconds remained. They did, and we immediately went into a play specially designed for such emergencies.

"Glasgow (No. 3) took a position close to Pryor (No. 1), the outside man. Soon as the ref handed Pryor the ball, he passed to Morris (No. 2) who stepped out of bounds on the opposite side to field the ball.

"This was perfectly legal, since the rule states that after a field goal, the ball may be put into play anywhere along the endline or may even be passed to another player out of bounds so long as it does not consume more than five seconds.

"Morris immediately made a long pass to the center of the floor where Pryor fielded it, thus starting the clock. Waters (No. 4) and Courty (No. 5), stationed at the center of the floor, did not make a move. Their orders were to hold still unless one of their men made a play for the ball, in which case we

would have a two-on-one situation.

"Pryor caught the ball and could have dribbled all the way in, but he didn't think he had the time. So he elected to shoot from about the crotch of the free-throw circle. The ball curled around the hoop and fell off as the gun sounded.

"I would have given my right arm if that play had worked—as it should have—for the winning basket."

A short time ago I witnessed a pretty piece of football strategy. Two high school teams—Urbana and Charleston, of Illinois—were playing their first game. Urbana won the toss and elected to receive.

Charleston lined up and prepared to kick off. The boys came forward, with the kicker out in front. At the last moment, however, he veered to the side away from the ball. One of the halfbacks then slanted in from the right and kicked a short 15-yarder which angled 45° to the left.

It looked as though the ball were going out of bounds. Suddenly, from out of nowhere, it seemed, a Charleston player appeared under the ball. He caught it and started downfield. The kicking team had caught the kick-off! This was a perfect demonstration of the absolutely legal on-side kick.

Two years ago, during the Illinois state high school basketball tournament, a small town team, Nashville, pulled off a smart game-winning stunt. It was during the last two minutes of play. Nashville was leading by a point, I believe, and it was their ball out of bounds at mid-court. They called a time out.

At the time-in signal, they broke away from their coach first and lined up on the floor—one boy with the ball, one at the center of the court, and three near the basket.

The other team, which had been playing zone defense most of the game, came out and lined up, man-for-man, with the Nashville players.

When play began, the Nashville boy at the center of the court turned and ran for the opposite basket. His teammate threw him the ball and he scored. *They had lined up at the wrong end of the court and drawn the defense away from the basket it was supposed to defend!*

A year ago we used a six-man football play which faked the defense out of position. It was a line plunge variation. Our quarterback took a position about six feet back of center, with the two halfbacks spread behind him. Receiving the ball from center, he pivoted to the right and faked a short, underhand clear pass to the right halfback, who charged through the line as if he

(Continued on page 60)

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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 7 East 12th St., New York 3, N. Y.

WHEN Paul Richards, the new White Sox pilot, was managing Buffalo a few years ago, he had the veteran Coaker Triplett murdering the ball for him in the stretch. One afternoon Trip took the collar. He failed to connect in five trips, and his head was dragging after the game.

Richards felt a consoling word was in order. "Don't let it get you, boy," he said. "I've had days like that myself."

"Yeah, Paul," replied Triplett, "but you were used to it."

One day when Branch Rickey was still operating the St. Louis Cardinals, a friend dropped into his office and found him frantically rolling up the rug. "What's the idea?" the visitor stuttered. "You the janitor around here, too?"

"Judas Priest!" Rickey gasped. "Give me a hand. I just heard that Mrs. Rickey is coming home tonight, and if I don't get this rug off hers back on the parlor floor, I'll really be in trouble."

In its first 21 games this season, of which it won 20, the Birch Tree (Mo.) basketball team sank 275 of 387 free throws for a team average of 71%. That's pretty astonishing charity tossing for a high school team, and Coach Frank Mace would like to know if it constitutes a record. Can anybody accommodate him?

A third-rate pugilist with illusions of grandeur was listening to a promoter try to talk him into taking a fight with another mediocrity. "I can't do it," the pug growled. "It would spoil my reputation."

"That's what I mean," purred the promoter. "It's your big chance."

The subject of boxing recalls an incident at the last N.C.A.A. tournament. The doctor in attendance, after

watching a boy get knocked off his pins, climbed into the ring at the end of the round. He thought the boy looked dizzy, and he started interrogating him. "What did you have for lunch?" he asked. "I don't know," the boy answered. "What did you have?"

The doctor was unable to answer.

Back in December, we shed a small tear for the Concord (Mass.) High

WHEN Lou Little was coaching football at Georgetown University, he had a boy who worked hard but just couldn't make the first team. Sometimes the boy was seen walking near the football field, arm in arm with his father—behavior which was considered "sissified" for a football player.

One day Little received word that the youth's father had died. The boy went home for the funeral, only to hurry back for the Saturday game. "Mr. Little," the boy asked, "will you grant my father's last wish that I start this game against Fordham?"

"You may start," Little replied, "but I will have to take you out after the first two or three plays, for this is our big game."

The boy was not taken out. He played like a star, and was instrumental in winning the game. Later, in the locker room, Little asked him why he had played as he had never played before.

"Most people didn't know Father was blind," the boy said. "Today was his first chance to see me play, and I did my best for him."

—Robert W. Youngs
in *Coronet*

School eleven. After going undefeated for five straight years, Concord dropped a one-point decision to Reynolds High, of Winston-Salem, N. C., in a postseason game. We lamented the fact that Concord's record of 48 straight wins came within a game of breaking a 42-year-old state record.

Well, our tears were premature. It seems that Concord *did* break the state record. A buddy of ours, "Skip" O'Connor, who coaches these fine Concord track teams, tells us that the state mark was 46, not 48—so that Concord does now hold the all-time state mark for consecutive wins.

Another great victory skein was broken last season when the Bedford County (Tenn.) High School eleven dropped a 6-2 contest to Fayette High, after winning 78 games in a row!

And when discussing football records, you must include Joe Coviello, coach of Memorial High School of West New York, N. J. During the past four years, Joe's powerhouses won 38 and lost only 3. But even more incredible are their scoring statistics, which show that Memorial scored 1,715 points to its opponents' mere 208. In this era of wide-open, free-scoring football, that's a defensive record almost impossible to believe.

Baseball fans remember Zeke Bonura as a first baseman who could hit a ball a mile, but couldn't cover much more than the ground he stood on. One day Zeke waved at a ball about two feet away and it went for a hit. As the runner took a wide turn toward second, the outfielder fired to first where Zeke grabbed it and almost nipped the runner.

In his box behind first, Clark Griffith, the Washington owner, was surprised to hear Mrs. Griffith applauding vigorously. "What's the idea?" he sourly asked. "Didn't you see him let the ball go through?"

To which the missus replied, "Yes, but he got it on the way back."

College athletes are supposed to be dumb, and are always stretching their eligibility to the bursting point. Which makes John Zegger, captain-elect of the Columbia track team, a rare bird, indeed. He studied so hard and passed so many subjects that he technically became a graduate student and thus disqualified himself for varsity competition!

One of the worst abominations of sports telecasting is the horrendous thoughtlessness with which the sponsors squeeze in their commercials. It seems that they operate on a fixed schedule, and neither rain, snow, nor action can stay these blurbs from their appointed rounds. It isn't so bad in football and baseball. But in basketball and track, it is dreadful.

Take the recent Millrose Games, for example. The camera had followed
(Concluded on page 61)

PENNSYLVANIA...

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NEW **X-76 SUPER FELT**



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What's the rush, you say? Haven't the manufacturers asserted that sufficient equipment will be available for all high school and college teams—unless the world situation changes radically? That's right. But if you expect to get exactly *what* you want, *when* you want it, at the best *price*, you must place your order as early as possible.

This is particularly important . . . where special colors, designs, and sizes are wanted. These take time, and must be scheduled for manufacture well in advance to assure delivery before your first game. Don't gamble with your equipment order—don't delay, or you may be forced to play your first game in last year's uniforms.

For standard items, place your order early enough to assure delivery before school closes this spring. By so doing, you will be certain of getting exactly what you want. If you wait until later, you may have to accept substitute materials.

The moral is plain: Order early and get what you want, when you want it, at the fairest possible price.

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And you can't mistake the standout in uniform fabrics. The Skinner label tells you that this is by all odds the *one* that's proved itself over the years. Stands up

longer under hard wear and cleanings, holds its shape and color. Keeps costs down—keeps morale up.

So don't put off getting your order in *now* for Fall equipment. You don't even need Spring practice to get a line on what's best in fabrics: it's Skinner, for sure. Just look for the label.

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Primer for the Catcher

(Continued from page 12)



AARON ROBINSON, of the Tigers, illustrates the smooth, rhythmical shift and throw of the master craftsman. He steps out with the near foot, then hops over with the other. As the right foot replaces the left, he brings the ball back and steps toward his target. The ball is snapped overhand from the ear.

By keeping the hand against the inside of the thigh, the catcher can easily relay the sign to the pitcher and at the same time conceal it from opposing players.

Receiving stance. After giving the sign, the catcher should rise to his receiving stance. He should crouch squarely behind the plate and work as close to the hitter as possible without interfering with the bat. He should avoid jumping around and other unnecessary motions that might disturb the pitcher.

The feet should be wide apart with the left foot from two to six inches ahead of the right. This staggered stance enables the catcher to get his throw away more quickly.

At the same time, the boy should make sure not to advance the left foot more than the prescribed six inches. Any greater distance would handicap him in shifting into position squarely in front of pitches.

The height of the receiving stance may best be determined from a sitting position in a standard folding chair. The boy's stance should be two to three inches above his sitting position, with the knees on a plane four to six inches lower than the hips.

This crouching position offers four standard targets for the pitcher. The left shoulder serves as a good high, inside target (against a right-handed batter). The right shoulder serves as a high, outside target. The left knee serves as the low, inside target, and the right knee as the low, outside target. All of these spots represent tough hitting areas for a hitter.

As a rule, however, the young catcher should rely more on his glove as a pitching target.

The glove should be held well out in front of the body, and as the catch is made the body should be brought to an upright position. A rotation of any part of the body sideways will not do, since this throws the catcher's rhythm out of gear in making the perfect overhand throw and follow through.

Until the ball is caught, it is very important to keep the throwing hand relaxed with the fingers closed. While giving the target, the catcher may keep his free hand closed either behind or beside the mitt. This will prevent foul tips from crippling the throwing hand.

Throwing out runners. A lot of

daily practice will do wonders in helping a catcher improve his throwing to the bases. Only continual practice will keep the boy sharp and give him the necessary confidence.

In throwing to bases, the catcher should aim at definite targets. If he is continually throwing into the dirt, he should raise his aim so that the infielder will take the throw head high. If he's having trouble keeping his throws low enough, he should try to deliver them knee-high to the infielder. This is generally the desideratum for throws to infielders.

With runners on first and third, and a double steal in the offing, a catcher can often make the runner on third look bad by bluffing the throw to second and pegging to third. Ordinarily, however, the ball should be whipped to the second baseman who, in our system, assumes a cut-off position 12 to 15 feet in front of the bag.

In any event, the catcher should always do something with the ball. He should never let the runner on first go down without at least bluffing the throw.

It's a fine idea to keep the runners close to the bag. An occasional quick peg is recommended. But the catcher should never overdo it. He should always remember the danger of throwing the ball away.

Handling pop flies. Most fans have a tendency to regard high pop fouls as easy chances. Actually, this kind of fly is the most difficult to handle, particularly when it is wind-blown.

High pops have tremendous spin and, in reaching elevation, have an extra tendency to travel more toward the stands in back of the plate. In coming down, however, the effect is reversed. The ball now tends to drift toward the infield.

Plenty of practice is the only answer for catchers who want to become adept at handling these flies. The practice received in games is not enough. A highly skilled fungo hitter is necessary in practice sessions.

To derive the most out of this practice, the fungo hitter should not aim or swing up too much. Pop fouls hit in this manner do not act the same way or have the same spin as the pop-ups in a game. You must remember that the actual game bat-

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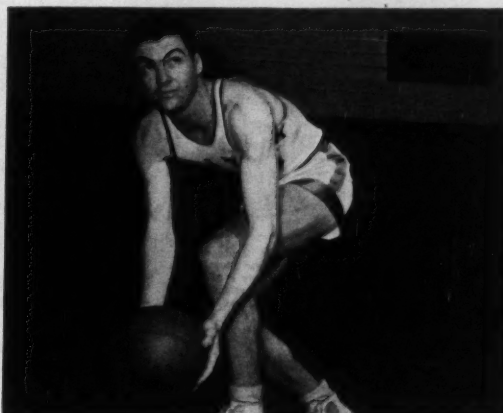
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DICK NESBITT, former Drake University and Chicago Bear Football Star, now Sportscasting for WOR-TV, says:

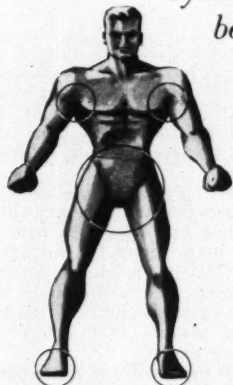
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BUD PALMER, popular sports broadcaster for Station WMGM, and recent basketball ace of Princeton and the New York Knickerbockers, says:

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ter is trying to hit on a line and thus hits under the ball, giving it more "infield drift" on the descent.

In his practice on high pop fouls, the catcher should wear his paraphernalia or at least his mask. The mask is best discarded by running the thumb up under the chin pad and lifting it up. It should not be wildly batted off the face.

Catchers should be taught to hold on to the mask until they definitely locate the ball. It can then be tossed in the opposite direction, where it won't be stumbled over. A world series was once lost when a catcher stumbled over his own mask.

In getting under the high pop, the big job is to keep relaxed. If the catcher finds himself whirling around, he may regain his bearings by glancing at the ground. The fundamental idea is to get directly under the ball as if to take it on the nose; and try to make the catch with the back to the stands—in good throwing position to head off any runners who may try to advance.

To develop this type of alertness, it is a good idea in practice to have the catcher, after snaring a pop, throw occasionally to second, third, or home.

Plays at the plate. On throws to the plate, the catcher should square off or face the thrower, with the feet well spread to facilitate any shift for wide throws.

Some coaches like their catchers to set up at the side of the plate, facing the thrower (first base side on throws from left field, third base side on throws from right field). Upon receiving the ball, the catcher can drop to a knee and place the ball so that the runner will slide into it.

Catchers should not completely block the plate. They may take up in front of it, but should always show the runner part of it. The plate may be completely blocked after receiving the ball or after the runner has started his slide. This tactic depends largely on the level of baseball being played.

Sizing up the batters. Nothing will help a catcher more than a study of the individual hitters. It is extremely helpful to know just how bad a ball the batter will swing at. The all-important job is to make the first pitch a strike. Many reputable baseball men believe that whenever the first pitch is in there for a strike the batter is half out.

When the batter is a complete mystery, a smart catcher will call for curve balls low and away from him. The curve inside is easier to hit, even by poor batters, particularly when it is high. Fast balls are generally more effective when

thrown high and inside.

A catcher should always take notice of how far the hitter stands from the plate. When he crowds the plate, inside fast balls are generally most effective. When he stands away from the dish, outside and change-of-pace pitches—either curves or fast balls—are the order of the day.

Catchers should also remember that nearly every hitter loses a bit of his confidence when the count reaches two strikes and two or less balls.

By constantly calling for pitches to one of the two high corners or one of the two low corners, the catcher can give the batter double trouble. The hitter must decide both whether the ball is over and whether it has the proper height.

If the pitch is clearly above the knees or well below the letters, one of these elements of doubt is removed. The hitter has only to determine whether the ball is over. So it pays to keep working the corners, high or low.

BASIC DRILL PROGRAM

Fundamental drills. At the Ozark Baseball Camp, we insist that our young catchers spend several minutes a day on specific fundamental drills.

For practice on the *signal stance*, we have the boys assume the proper stance over and over again. The whole body gets a terrific workout this way and the stance soon becomes second nature. Relaxation follows naturally.

In teaching the proper *receiving stance*, we place all our catchers in a semi-circle, seated on standard folding chairs, facing the instructor. On the signal, they rise into the receiving stance—which is barely up from the seat. They must work for more relaxation each time they rise.

For testing the proper *foot spread*, we place a boy on each side of the catcher, and have them take chances pushing him. If the catcher is easily pushed from either side, he is improperly balanced and thus not properly prepared to shift in front of pitches.

For *shifting practice*, we work on the catchers one at a time anywhere on the field but always in back of a home plate (may be movable). After the catcher finishes practicing both stances, we deliberately deliver wide pitches and have the boy throw to players at the first and third base angles.

We call the throws to these bases, and finish the drill with a few throws to the second base angle,

which is straight over the pitcher's head.

We insist that the young catcher shift in front of wide pitches whenever possible, and plant the right (rear) foot in time to drive from it in making the throw. The shifting must be done with a gliding rather than a hopping action, since the latter produces unsteady throwing.

For improving a catcher's speed in getting the ball away, we have two catchers work together, starting 60 feet or less apart. We insist that they cushion the ball and bring the hands back and up in a straight line with the body. We want good throws in this drill, which is primarily aimed at the development of hand, arm, and body speed in getting the ball away.

We have the catchers start slowly and then speed up into what actually amounts to a fast pepper catch. The boys keep at this for two minutes and no more.

In this drill we work for daily improvement on the rhythm involved in rocking back on a well-planted right rear leg in order to develop the proper mechanics for the powerful fast throws to come.

Conditioning. When one boy is doing all the receiving for his club, he is a real workhorse. Most coaches don't realize that such catchers do as much throwing day in and day out as the entire pitching staff. This, together with the toughness of the job itself, highlights the need for a careful conditioning program for the catcher.

The wise coach will see that the catcher does not burn up energy needlessly. A common fault with most youngsters is walking every pitch part way back to the pitcher. All this succeeds in doing is wasting energy, making the pitcher more nervous, and slowing up the game. The catcher should content himself with a half-speed snap back to the pitcher.

For some years now, we at the Ozark Baseball Camp have been convinced that all players should warm up well with a little running or pepper games before any throwing is attempted. We feel it is impossible for anybody to warm up properly with throwing alone.

We also believe that it is just as necessary for the squad to end the day's work with a few minutes of running or pepper games. These are excellent media with which to remove the excess wastes stored up in the throwing muscles following prolonged or hard throwing.

Two or three minutes of pepper games will do wonders in eliminating these waste products and thus prevent many a sore arm.

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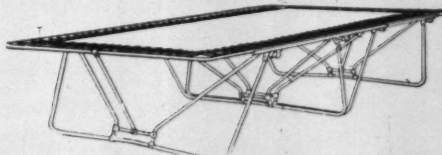
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The Sacrifice Bunt

THOUGH the sacrifice bunt is one of the easiest fundamentals to learn, it is continually being bungled. This holds true on every level of competition—in professional as well as college and high school ball. What is the reason for this phenomenon? Why are there so few good bunters?

In the main, it is a psychological problem. Few players want to bunt, and when they do attempt to sacrifice it is done carelessly or with an effort to beat out the bunt for a hit. Neither predilection helps a team, and either one can kill a promising inning.

What is the solution? How can players be made to realize the importance of sacrifice bunting, and what means can be employed to improve their technique?

The first of these problems is the most difficult to solve because every boy *thinks* he can bunt. He believes that bunting is such an insignificant part of the game that it requires no specific practice.

Practically every player must learn his lesson the hard way. In other words, he must experience failure—and very often this failure will come at a decisive stage of a game and cause defeat.

This inability to bunt can be overcome with practice, a practice that combines both the mental and physical aspects of the bunt.

Here's the solution. After developing the technique of bunting in the early drills, permit only one bunt, fair or foul, in the regular batting drill at practice or before a game. This alone will encourage a player to pick a good ball and make a careful bunt.

However, even when restricted to one bunt, the average player will tend to be careless. In this case, a penalty will usually correct the deficiency.

For example, if a player makes a poor bunt, or bunts foul, or steps across the plate and bunts illegally, a swing can be deducted from his regular allotment of practice cuts. And that's where it hurts the most, for every player loves his batting practice. He will immediately start concentrating on his bunting. Better bunting will thus result, and this will carry over into the game.

The sacrifice bunt is usually attempted with only first base, only second base, or first and second occupied, none out, and fewer than two strikes on the batter. (Weak hitting pitchers, however, may be instructed to sacrifice with one out and two strikes against them.)

A smart hitter will note the deployment of the first and third basemen, and lay down the ball accordingly. If the bunt is to advance a runner to second, it is usually advisable to lay the ball down between

the mound and first base, since the first baseman is required to stay on the bag until the pitcher begins his delivery.

If the strategy is to advance a runner from second to third, the ball should be placed about six to eight feet from the third base line. Or, if first base is unoccupied, the ball may be bunted hard toward the third baseman. This will force the latter to field the ball, leaving third uncovered.

A bunt along the first base line may also prove satisfactory in this situation, since the runner going to third must be tagged.

Insofar as the actual technique of bunting is concerned, two points are extremely vital. First, the player should keep fairly *erect*. Too many boys crouch into what they believe is the proper bunting position.

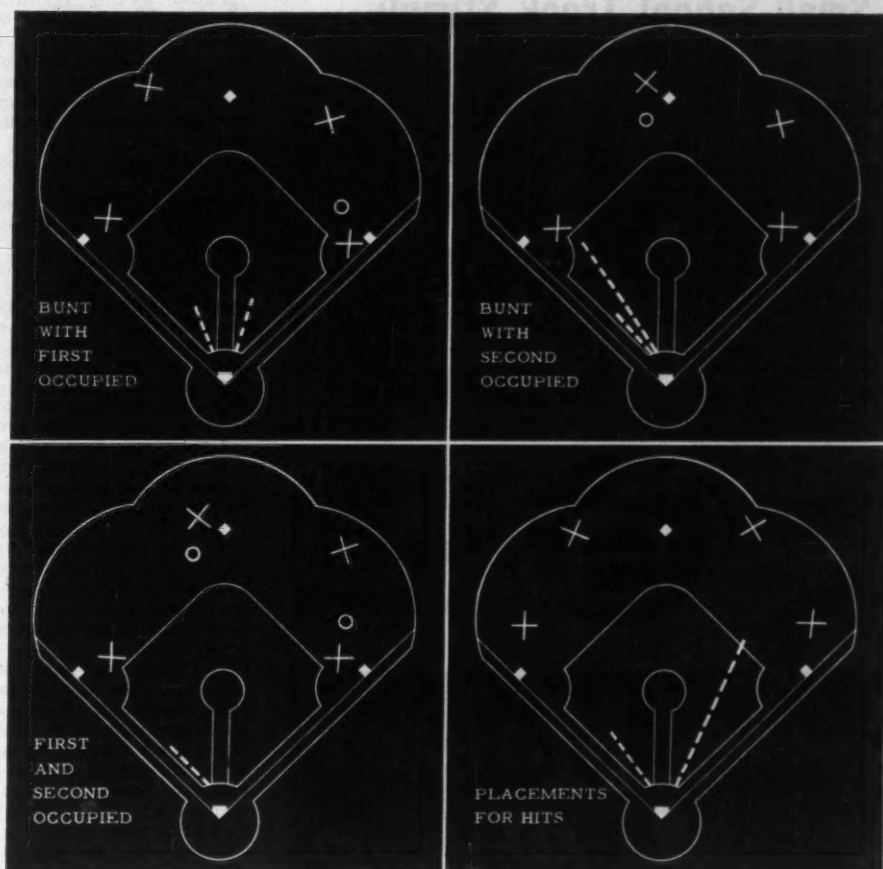
This would prove satisfactory if every pitch were approximately belt high or below the belt. But this isn't the case. On the contrary, most pitchers, in bunt situations, try to keep the ball high, as this pitch is more difficult to bunt on the ground.

It is best, then, to remain fairly

By ETHAN ALLEN

Baseball Coach, Yale University





erect and bunt over the ball rather than bring the bat up to the level of the ball from a low position.

The second point involves waiting for the ball—that is, making the ball come to the bat. As the pitcher delivers the ball, the player turns about three-quarters of the way around. The body is kept erect with the feet comfortably spread and the weight over the balls of the feet.

The bat is held parallel to the ground in front of the plate, and angled according to the intended placement of the ball. The hand nearest the knob remains stationary, while the other hand is slid up to about the trademark so that the bat rests lightly on the fore and middle fingers with the thumb on top. Or, if it is more comfortable, the bat may be permitted to rest on the break between the front and second joints of the four fingers.

In either case, it is essential to hold the bat lightly with little muscle tension. It is also vital to hold

the bat stationary in making the bunt, and *not to start for first until the bunt is actually made.*

No attempt should be made to conceal the play. Otherwise the body may be brought around too late, forcing the batter to stab at the ball, thus producing a bad bunt or no bunt at all.

Remember, bunt situations are fairly obvious. The defense can anticipate them. So the important thing is not fooling them, but coming into effective bunting position and making a good bunt.

There is one additional factor to be considered. This pertains to the direction of the bunt. Many players attempt to make a near perfect bunt along the third base line. However, an extremely well-placed bunt is seldom necessary. This particularly holds true when attempting to advance a runner from first to second. A slow rolling ball between the mound and the foul line will generally suffice.

A bunt along the foul line will, of course, advance the runner, but it is a tough placement to make; and the batter, in attempting it, will usually bunt foul. This will tip off the strategy to the defense and a subsequent attempt to sacrifice may not be successful.

A player who bunts well assumes stature on his team. He can be relied on to move his man up. On the other hand, the player who bunts poorly is a problem. Sometimes the coach will hesitate to have him bunt. And he may wind up hitting into a double play or otherwise failing to advance the runner. And that's how games are lost.

Any player can become a good bunter if he will *think* about this all-important fundamental, *practice* the technique, and remember that a *sacrifice* means just what it says—that he must give himself up at the plate until the ball starts towards the defense.

Small-School Track Stimuli

(Continued from page 26)

graciously gave much time and thought to our construction problems.

While I have already referred to the importance of scheduling many dual meets, I'm also fully aware of the benefit gained by entering as many of the bigger meets as possible. It is only in the big relays, invitationals, and district meets that your boys gain the opportunity to look over the name stars in your area.

The attentive boy, with guidance from the coach, will pick up many valuable pointers which can be in-

corporated into his own style. Many a Prospect trackster came back from these big meets much the wiser and with a greatly kindled enthusiasm for track.

You and your boys will also have a lot of fun establishing your own relays. If size is a factor, make them invitational. Otherwise, an open meet is preferred. Your boys will take a lot of pride in their own relays, and will exert every effort to win them. Your leading merchants will probably be willing to dorate the ribbons, medals, and trophies in exchange for advertising.

A good "feeding" system is essential for continued success. With this thought in mind, develop a junior high track squad. Boys of junior high age are eager to learn and eager for activity. And once that track fire is kindled it usually will remain bright.

The Marion County track teams dominated the Central District meet for years because of their well-developed junior high "farm" system.

Considerable work, of a modified nature, can even be done to boys below this age level. My experience working with youngsters on Prospect's summer playground has convinced me that even six-, seven-, and eight-year old boys can be taught the rudiments of running and jumping. And how they love it!

A coach who doesn't make extensive use of a special bulletin board is missing the boat. It is surprising how much an information-packed board will please the boys. Upon this board you may post the school, city, or county meet records; the weekly training schedule for each boy; clippings on track; pictures of stars in action; and many other useful materials.

The writer used to clip and frame pictures of "form" athletes, such as Jesse Owens in the sprints and Robert Osgood in the high hurdles. Sufficient room was left at the bottom of the pictures to type in the good points of form. The boys used to spend a lot of time studying these framed pictures.

Encourage your boys to attend every college track meet they can. The enthusiasm developed through this medium is terrific.

Without elaborating on them, here are a few other things you can do to build up your track squad:

1. You might install a buddy system whereby the older and more experienced squad members can assume responsibility for teaching the younger boys some of the fundamentals of their events. Richard Larkin, coach of the Columbus Upper Arlington track team, has had outstanding success with this method, winning many Class B district titles and a state championship or two.

2. Make track salesmen out of your boys. Award a trophy to the trackster responsible for getting the most new boys out for the team every year.

3. Present a trophy to the squad's highest scorer for the season, and award a half-dozen or so medals to the other top point-getters. This will place a premium on all-around ability and participation in all the school meets.

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The Gym Demonstration

(Continued from page 32)

twist, toe or squat vault, front and back flips, and high vault, long vault and handsprings off the German horse.

The girls' tumbling team presented fundamental tumbling stunts such as cartwheels, handsprings, kips, fish flops, walk-overs, dives, and simple pyramids.

The boys' tumbling group did the more advanced hand balances, front and back flips, back handsprings, and various double and triple balance combinations. This group had met one night each week as a unit to work out the entire routine.

In teaching the more advanced tumbling, safety could not be stressed too highly. Spotters were used during all practice sessions, as well as a safety belt. This device was made in the school shop from heavy canvas, a buckle, and two swivel snaps at the sides with a length of rope attached to each snap.

The indian club relay and "Dizzy Izzy", two relays which we almost eliminated because of their simplicity, proved highly entertaining.

For the indian club relay, each team was equipped with a three-foot stick and an indian club. The object, of course, was to push the indian club with the stick to the opposite end of the gym and return to the next teammate.

DIZZY IZZY RELAY

The "Dizzy Izzy" relay used the same three-foot stick. One end was placed on the floor, while the palm of the hand was placed over the other end of the stick. The boy then placed his head on his hand, and each boy circled the stick a given number of times in turn and then ran to the other end of the gym and returned the stick to the next teammate.

Another crowd-pleasing act which is always well-received is "Living Statuary." Any number of boys may be used, but we selected three muscular lads to demonstrate the sports in our school program. We worked out action phases for football, archery, basketball, wrestling, boxing, baseball, track, and tennis.

For best results, you must work on holding the poses, holding the breath, and the lighting system. First, a dark background must be used to give greater contrast to the men in bronze.

The lighting system was simple.

Several blue and amber lights were hung from the backboard and a white adjustable spotlight was placed at the free-throw circle. The lights were then controlled behind the backdrop.

For the paint mixture for the bronze figures, we used "Vernes Martin Deep Gold" powder with mazola oil as the base. About two pints of mazola oil and six to ten ounces of powder were enough to cover three or four figures.

This was painted on with a paint brush, with care being taken not

to get the mixture into the eyes and nostrils. The armpits and crotch were also left unpainted, and we made sure that the mixture was not kept on longer than 35 to 40 minutes. The head was covered with a bathing cap cut so that the ears showed.

Either a special supporter or a close-knit jockey-type swim suit may be used. If the suits are white, they may be dyed a deep gold to facilitate coverage with the mixture.

Since we had no money with which to finance the program, we sold tickets in advance through members of the various groups in the pageant. The entire show cost less than \$40, and we cleared enough to enable us to put on a bigger and better show next year.



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A Report by H. V. PORTER

National Federation Annual Meeting

 THE 1950 annual meeting of the National Federation of State High School Athletic Associations was held in Mobile, Ala., late in December. A full agenda, touching every phase of the high school athletic program, occupied the country's schoolboy sports administrators for four days. The highlights of the various discussions follow:

Officials' Training Program

• Assistant Secretary C. B. Fagan (Wisconsin) summarized the activity connected with the training program for officials in each sport. He emphasized the fact that the raising of the quality of officiating is only one of the important factors connected with this program.

The work has a great influence on the entire problem of sportsmanship and on a healthy relationship between officials, coaches, and administrators and between individual schools. It is inseparably tied up with the whole athletic program. Because of its importance, it is the responsibility of the schools, through their state association, to supervise and give direction to the work. If that is not done, groups not directly connected with the educational program will often assume responsibility and, under such circumstances, there can be no assurance that the athletic policies will be properly guided.

Baseball Activity

• Secretary J. M. Burnett (Arkansas), Assistant Director D. C. Arnold (Michigan), and Assistant Secretary Kermit Anderson (Minnesota) ably outlined the facts connected with baseball activity.

This was a live topic because of the recent failure of Professional Baseball to renew the contract agreement which prohibits the signing of any high school boy until after he or his class has graduated. This action was caused by several factors, including the claim of Professional Baseball that:

1. College coaches are actually signing high school undergraduates to an athletic contract (which they call a "grant in aid") while Professional Baseball Clubs are prohibited from taking similar action.

2. The anticipated military action may deprive baseball of most of their best players and they need replacements.

3. Some of the interpretations of the present contract agreement are not enforceable and handicap the club which attempts to adhere to the spirit of the agreement.

Responsible leaders in Professional Baseball who have, from the beginning, cooperated with the high school representatives are still sympathetic toward a program which will continue to protect the interests of high school boys. It was the recommendation of the panel that the Federation representatives negotiate with Professional Baseball in an attempt to draw a new agreement which will be mutually satisfactory to both groups.

Note: At the business session of the National Council, the Federation representatives on the Joint Baseball Committee were instructed to attempt such negotiations. Conferences have been scheduled with the 10-Man Policy Committee of the Professional Leagues.

Administrative Training

• Patrick Tork (West Virginia U.) outlined the work being done in his university in connection with training prospective coaches and officials in game administration.

He pointed out the importance of having everybody interested in sports gain an appreciation of the skills and problems involved in them, and stressed the desirability of organizing and presenting the rules codes in a fashion that will enable them to be taught in much the same way as science or math.

Mr. Tork paid tribute to the work being done by the Federation in bringing order and simplified system to the major codes, and expressed the hope that this sort of work would be continued and that the services in instruction would continue to expand.

Athletic Standards

• The Joint Committee on Athletic Standards made a progress report which was presented by Secretary John K. Archer (New York) with comments by other members of the committee.

During the past year, the committee's efforts resulted in the develop-

ment of certain basic standards which were approved by all three constituent bodies, namely the National Federation, the National Association of Secondary School Principals, and the American Association for Health, Physical Education and Recreation.

Attention was called to a committee meeting in Washington, D. C., at which it was decided to supplement each of the basic standards with "specifics."

For example, the standard on health was enlarged by including recommendations that no athlete should be permitted to participate until he has had a thorough physical exam; that no athlete who has been under a doctor's care should be allowed to participate until he has obtained a certificate showing he is again fit; and that in all contact games, such as football, each school should provide a doctor who can give immediate attention to injuries.

These items serve to illustrate the type of specifics which are now to be incorporated under each of the basic standards.

Basketball Problems

• Assistant Secretary M. F. Sprunger (Illinois) presented the topic, "Basketball Problems and Needs," in a forceful and interesting manner.

Attention was directed to certain rules problems affecting high school basketball. The speaker pointed out the desirability of adopting a definite policy in rules matters and in acting in accordance with such policy.

He stressed the importance of high school basketball and the responsibility of the state and national high school groups in exerting their unified influence in connection with rules and related policies.

These matters should be determined by the combined school forces rather than by any publicized minority group which might seek to dominate these affairs. Because publicity agencies have a tendency to exaggerate the importance of the opinions of individuals or minority groups, there is danger that the larger, vitally concerned groups will not assume their responsibility for giving proper direction to the game and for maintaining its proper relationship to the entire school program.

The speaker suggested that it might be desirable for the state associations to be represented at the meetings which precede the National Basketball Committee meeting, and that they attempt to reach agreement on recommendations for changes which might affect high school play.

It was also suggested that there might be a place in the Federation program of publications for one or more additional booklets on basketball officiating procedures and on the keeping of scores and records. Steps in this direction have been taken in connection with certain statistical work and in connection with a section of the Basketball Code Book devoted to officiating procedures.

Attention was also called to changed

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Abington Senior High School Rifle Coach



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conditions in respect to the cost and availability of equipment, particularly basketballs. These changed conditions may make it desirable to use a type ball which has the proper reaction but which is not considered official because of deviation in one or more of the several listed factors.

Reference was made to an attempt by a non-school organization to promote a national high school coaches association. While it's unlikely that any great number of coaches will be enticed into such a promotion, the matter deserves careful study and, if any need for a national organization becomes apparent, the school authorities should provide the necessary machinery.

High School Television

• Insofar as the telecasting of high school athletic events is concerned, the Federation felt it wasn't ready to announce any nation-wide policy. Instead, discussion emphasized the desirability of having each state association give further careful study to the matter and retain control over this activity. The studies include the possibilities of:

1. Having state-sponsored events taken to the general public through live or through delayed telecast.
2. Using the theater type of telecast for events such as the state final tournaments.
3. Using the telephone type of telecast now being developed.

It was felt that this medium offers the possibility of added income from high school events and, what is more important, that it can create huge additional interest in school activities.

Solicitation of Athletes

• The solicitation of high school athletes through try-outs and contracts by colleges and other groups received a thorough airing.

It was pointed out that, in approving the policies formulated by the Joint Committee on Standards, the Federation has affirmed its opposition to any activity which interferes with the school program and with the development of a proper sports attitude by high school students.

The specific standard related to this appears on page 19 of the National Federation Handbook: "The solicitation of athletes through try-outs and competitive bidding by higher institutions is unethical and unprofessional. It destroys the amateur nature of athletics, tends to commercialize the individual and the program, promotes the use of athletic skill for gain, and takes an unfair and unjust advantage of the competitors."

Detrimental Advertising

• Alarm was expressed over the use of school athletic prestige in the advertising of intoxicating beverages and similar items detrimental to the

health and proper development of students.

Promoters are gravitating more and more in this vicious direction. By common consent, the Executive Committee was authorized to prepare a statement which might assist in alerting all schools to avoid any type of cooperation with such promoters.

Amendment to By-Laws

• Two amendments to the National Federation By-Laws were adopted by unanimous vote.

The second of these is particularly significant. It deletes Section 3 of Article 2, and substitutes the following:

"No school which is a member of a Federation member state high school association shall compete in any contest in any other state if the contest involves conditions such that participation by a school in the state in which the contest is held or promoted would violate the regulations or established policies of that state high school association."

The purpose is to support established sanction practices and to prevent promoters from circumventing the rules of one state by sponsoring a contest for teams from one or more other states.

• Commissioner E. A. Thomas (Kansas) pointed out that the new edition of the track and field code specifies the 180-yard hurdle race as the standard race, and that while the colleges will use an arc and marked runway for the javelin throw, the high schools will continue to employ the straight scratch line while the marking details are being perfected.

Citations for Achievement

• President C. A. Semler presented citation certificates to six men who have rendered outstanding service in Federation work.

Citations were made in absentia to L. L. Forsythe, author of *Athletics in Michigan High Schools—The First 100 Years*; Salen Herke, pioneer in Federation Football Code developments; C. W. Whitten, author of *Interscholarstics*, and Edmund Wicht, director of the Pennsylvania Interscholarstic Athletic Association.

Citation was made posthumously to William J. Baird (Birmingham, Ala.), who was a pioneer in creating Federation interest in the southern states. The citation certificate was ordered mailed to Mrs. Baird and the group stood for a moment of reverent silence.

The sixth citation was made, and a citation certificate presented, to S. D. Jackson, pioneer in Federation Football Code developments.

W. R. Fugitt (West Virginia) and Lee K. Anderson (Oklahoma) were unanimously elected to the Executive Committee, replacing T. C. Ferguson and H. R. Dieterich, whose terms expired with this meeting. Mr. Fugitt will represent Section 1 and Mr. Anderson Section 5.

New Baseball Coach

(Continued from page 16)

they will feel that they do have the right bat.

It is recommended, however, that you restrict the size of the bats which may be purchased. Bat sizes of 32, 33, and 34 inches are suitable for boys of high school age.

High school scheduling is usually regulated as to the number of games and the teams that may be played. Whenever possible, try to arrange a schedule which affords equal competition. There's little benefit in having your club win all of its games from greatly inferior teams or in losing all of its games to much stronger teams.

However, there's an advantage in playing one or two teams which are weaker or stronger. The weaker teams will furnish an opportunity to use some of the boys who won't otherwise get much chance to play, while most players will agree that they enjoy playing one or two games against stronger opposition. This is one way of gaining recognition in your region, and the boys will be eager for such an opportunity.

UMPIRE-HIRING POLICY

Our advice on hiring umpires is basic and practical. Hire the best available, and if possible never have the same umpire for more than two games a season. This policy is good for the sport, the players, and the opposition.

A coach who can offer his players, his school, and his community only his coaching skills, isn't worthy of the name. As a coach, you must be a leader, you must be understanding, and you must believe in your work and your players.

Because your relations with the boys will be closer than in a classroom situation, you will have an opportunity to influence and guide more students than most other faculty members.

The boys will look to you for much of the guidance they need, and you should be prepared to help these adolescents work out their problems. Good scholarship, honesty, high morals, and all-around good citizenship should be your aim.

Remember, it's the little things which help win those close games. But win or lose, there's satisfaction in knowing you are doing the job with all your energy in the best way you know how.



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The Hit and Run Play

(Continued from page 10)

As a rule, however, it is advisable (with men on first and second) to try to bring the run home without the use of a gamble play. Remember, you already have a man on a scoring-position base.

The hit-and-run is also possible with men on first and third. In most of these cases, however, it should be attempted only in natural hit-and-run situations—that is, with the count 3 and 1 or 3 and 2 on the batter.

The latter should not offer at a bad pitch in this situation, since a ball will give him a free ticket to first. That means the runner on third must not break home with the pitch. He must hold up and wait for the batter's move.

A smart pitcher can often be outfoxed in this situation. By letting him know that the man on first will go down with the pitch, he may be tricked into throwing an outside pitch to permit his catcher to get the man stealing second. This type of pitch is ideal for a right-handed hitter to punch into right field.

Another drill we use consists of lining up several men at first and several at home, with a full team playing defense. The offensive men work in pairs, the situation being a man on first with the hit-and-run sign on.

As the pitcher takes his stretch, the runner leads off first. He starts with the pitch and tries to make third. I generally throw or fungo the ball to the fielders and they make the plays accordingly. The runner at the plate leaves for first with the crack of the bat. Here again the game situation has been approximated.

The success of the hit-and-run depends on a number of factors, but the most vital one is hitting the ball. The hitter must swing at the pitch no matter where it is, to aid and protect the runner. If he misses the ball, his swing will still bother the catcher and give the runner a better chance to steal second.

It is very difficult to get the high school or college player into the habit of always swinging at the hit-and-run pitch. They hate to swing at a bad pitch and possibly put themselves in a hole. Our penalty for failure to swing at the hit-and-run pitch is a lap around the field.

There are certain situations in which the hit-and-run works automatically. For example, when the batter has a count of 3 and 2 with two out and men on first and sec-

ond, or on first, second, and third, or on first alone, the runners must always start with the pitch.

If ball four is called, they will merely arrive at the next base a little ahead of time. If the ball is hit safely, they may be able to take an extra base. The man on third figures in this situation by disturbing the pitcher with a mad dash halfway down the line—halfway because he does not want to interfere with the batter's swing.

A good, simple signal system is essential in any hit-and-run attack. The Aggie system is simple yet deceptive. We have the first base coach flash the signs to the hitter and to the first base runner only. The run-

ner on second base receives all signals from the bench, while the man on third receives his signals from the third base coach.

We employ a key for all our signals to the hitter, which means that a signal is not on until the coach touches some part of his body or clothing. For example, the key may be the belt, so that when the coach touches his belt first and then gives the signal, the play is on.

Our hit-and-run signal consists simply of touching the hat with one hand after employing the key. The batter indicates reception by tapping the plate with his bat. The runner on first receives the steal signal from the first base coach by wink of the eye, and the runner answers by winking back.

Before attempting the hit-and-run, take all circumstances into account.

Stanfield Sprinting!

(Continued from page 9)

some coaches may recall that he was a high school half-miler of note while attending Lincoln High School in Jersey City, N. J.

Andy's love of the game added to his natural ability make him a perfect boy to coach. A few years ago we were running the West Point Plebes and we needed some points. I asked Andy if he would run the low hurdles.

He had only gone over a hurdle a few times in practice and never over two consecutive hurdles, so that his pacing and timing were of unknown quantity. He won the event rather easily, after first capturing the 100-yard dash and the 440-yard run.

Andy did not go over a hurdle again until the past spring when we ran him in one dual meet, without any practice. Then he met Dick Attlesley in the Los Angeles Coliseum last May and defeated him!

These things are pointed out because to me they prove the value of over-distance work and cross-country in laying a foundation for all running events.

It is also worthy of note that in the Penn Relays last year, Andy was clocked in 19.6 on the anchor leg of the 880 relay, then came back in the afternoon and ran a 48.5 quarter to wind up two days of running!

Despite the fact that Stanfield was also one of the leading broad jumpers in the land the past two years, he spent little time on perfecting this specialty.

Except for dual meets, in which he competed in the 100, 220, 220 hurdles, broad jump, pole vault, and high jump, he has contented himself with just a few efforts at perfecting his steps to the take-off. Yet he has a mark of 25-6 to his credit!

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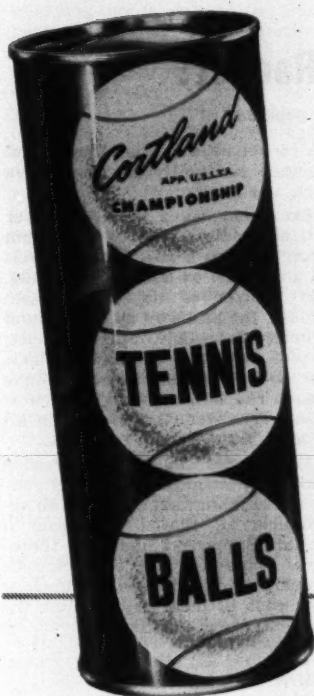
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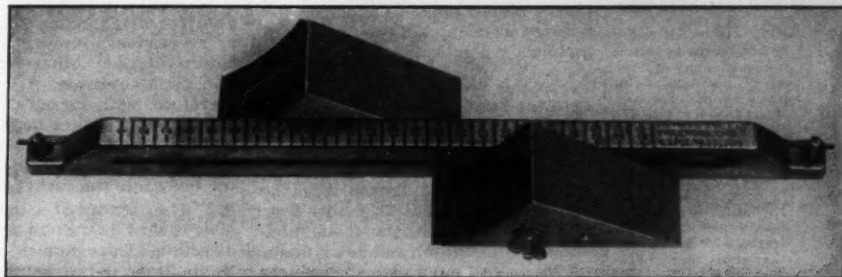
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Swing the Racket!

(Continued from page 28)

of the Swing-Tip way to better tennis.

In order for a tennis player to impart the correct type of rhythm to the racket, it is as important for him to "feel" the end of his racket as it is for the golfer to constantly feel the club-head.

The only way he can achieve this is by centering his attention on the far end of the racket and by getting it to swing truly. (Later on I will suggest a couple of ways by which you can acquire a true swing, and give a routine test that will indicate whether or not you are swinging correctly.)

If a player concentrates continually on imparting the proper swinging motion to the end of the racket, he will be rewarded in time with an increasingly keener awareness of the end of his racket through every inch of the arc. This, in turn, will assure better timing and control.

How exactly can this be done? The Swing-Tip is the answer. This is an attachable weight inserted on the end of the racket. It enables the individual to feel that point more easily, and thus facilitates the job of getting it to move in a truly swinging fashion.

There are three general suggestions I would make to a person interested in trying out the Swing-Tip method.

GENERAL SUGGESTIONS

1. Observe a child on a swing. Study the motion.
2. Get a weight. Attach it to the end of a cord about 28 inches long and then, by holding the unweighted end with the thumb and index finger of the right hand, let the weight oscillate to and fro. Sense the rhythm. Then try and duplicate this motion by using your power through your two fingers to make the weight swing. It is easy to destroy this action by exerting the wrong form of pressure. However, as you practice this routine, you will sense the feeling of the required motion. This, in turn, will aid you in imparting this exacting type of motion to the end of the racket.
3. To test your ability to make the racket swing truly, hold this cord against the under side of the racket-handle and try to swing the weight at the end of the cord and the end of

the racket-head so that they travel together constantly as they move back and forth.

Every once in a while, a player will ask me whether by pendulum swing I mean a swing that travels up and down as does a golf swing. The answer is no. For ground strokes, the pathway will be around a horizontal plane. For a service, it will be along a vertical plane. The golfer swings along an oblique plane. The bowler along a vertical plane. However, the rhythm in all of these is essentially the same.

The reader must be wondering what is so magical within this pendulum rhythm, that enables it to accomplish all that I have said it would. Suppose I indicate, therefore, some of the characteristic properties of a true swing and show how each of these help explain the authenticity of this method.

ESSENTIALS OF TRUE SWING

1. In a true swing, there is a constant outward pull. This means that there is a fixed radius and, consequently, a true arc or groove to the swing. This outward pull pulls the arm naturally into an elongated state and is responsible for causing a shift of weight and pivot. Actually, it can produce a unified body action better than any other form of motion could ever do. A true swing, therefore, with its outward pulling action of the racket-head, serves in another way—as the best type of magnet for drawing the power of the body into the racket-head.
2. The rhythm of a true swing is always slow-to-fast-to-slow in each direction. This enables you to hit the ball at the fast point in the arc, namely in the middle, for all shots, whether they be short or long swings.
3. A true pendulum swing is a perfect measure of time. Theoretically, a short swing and a long swing take the same length of time. Galileo first discovered this when he saw a chandelier swinging to and fro. The vibration back and forth, irrespective of length, always took the same length of time.
4. When one swings correctly, there is a feeling of oneness between the hand and the end of the racket at all times. Consequently, the player constantly senses where the strik-

ing surface is. This is another way of saying that there is perfect timing between the hand on the handle of the racket, and the far end of the swung implement. This feeling of oneness is what a player senses when he is in control. *No other motion known can accomplish this feeling of oneness.*

5. The feeling of smoothness which results from the gradual acceleration and deceleration of a swing makes possible a steady, uninterrupted powerline between the source of power (the body) and that which receives it, namely the racket-head. The transmitting medium of this power is always the hand.

6. A true swing always feels as though it is traveling in a circular or round plane. The centrifugal force contained in a swing enables the racket-head to move in a circle and with great speed. Inasmuch as there is no greater force than centrifugal force, the timed centrifugal force of a pendulum rhythm will give the tennis player the maximum force with the least amount of effort.

In observing the pendulum of a clock moving to and fro, were you ever aware that so much was contained in this movement? Well, I can assure you that the longer you live

with this idea of trusting the swing to solve your tennis problems, the more values you will discover inherent within it.

It must be remembered that the hand must be entrusted the responsibility of feeding the end of the racket the kind of motion that will do all of the above for us.

NATURAL REACTION

An individual's first and natural reaction in using any type of implement is to employ the hand to manipulate it. Why be different in tennis? If the hand is used properly to impart the correct rhythm to the racket, it will produce all the above properties of a swing, which, in turn, can be relied upon to assure control, accuracy, and speed. Rather than discourage the natural use of the hand in tennis, the advocated method employs what is instinctive and builds upon that.

The other school of thought gets a player thinking too often of the different parts of his anatomy—the position of his legs, the amount of follow through, and so forth—and not the exacting motion required. Rather than have the player concen-

trate on one thing, namely a true swing, the mechanical school attempts to perfect the swing by blending the several component parts of the player's anatomy.

I believe that a tennis player who tries to make a mechanical robot of himself will too often get confused. On the other hand, if he learns to swing his racket-head properly and lets himself go with the swing, his entire body will respond in the same direction, thereby constantly maintaining the powerline between himself and the racket, rather than destroying it.

In conclusion, I'd like to emphasize that the tennis player build his game around three main essentials: the proper grip, the proper position to the ball, and the correct rhythm.

Note the emphasis on proper grip and position. The beginner must be taught these before taking up the actual swing. Good rhythm flows naturally from a good, comfortable grip and stance, and these are simple enough to teach.

As a result of long experience, I believe that players who use this approach on the court will find it a streamlined and enjoyable way to achieve that which is really necessary for continuous improvement.

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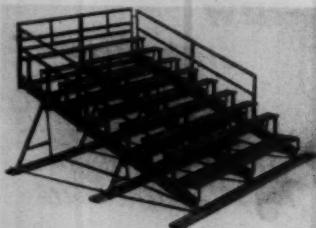
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New Books on the Sport Shelf

- **BASEBALL TECHNIQUES ILLUSTRATED.** By Ethan Allen. Designed and illustrated by Tyler Micoleau. Pp. 96. New York: A. S. Barnes and Co. \$1.50.

ANYTHING on baseball that Ethan Allen puts down on paper is exceptionally worth reading. The former big league great, now coaching at Yale, owns one the finest baseball minds extant; and, what is just as important, has a superb knack of expressing himself. Anybody who has read his previous texts or seen any of his many articles in *Scholastic Coach* will vouch for that.

His latest book offers a plethora of information on every phase of the game. Working in close cahoots with illustrator Micoleau, Allen covers equipment, base running, infield play, outfield play, pitching, catching, and strategy. Test questions and a glossary complete the text.

All the analyses are tersely and graphically presented right along with Micoleau's free-line drawings. This arrangement makes the book an unusually handy guide for both players and coaches.

- **THE HOCKEY HANDBOOK.** By Lloyd Percival. Pp. 320. Illustrated—diagrams and photos. Toronto, Can.: The Copp Clark Co. \$3.

OVER six years of intense research have gone into this truly superlative ice hockey text. An army of research experts, under the direction of the author, studied hundreds of pro and amateur hockey games; watched, questioned, and filmed thousands of players; and carefully tabulated and analyzed hundreds of questionnaires sent to every country where hockey is played.

The end product is a comprehensive, thoroughly authoritative, information-saturated manual on the ice sport. The subject is approached from eight directions: Skating, Scoring, Carrying the Puck, Offensive Strategy and Tactics, Defensive Strategy and Tactics, Goalkeeping, Practice Organization and Coaching Technique, and Training.

In addition to completely outlining both fundamental and advanced skills, and describing and diagramming dozens of offensive and defensive plays, the book incorporates the opinions and findings of many coaches, physical education experts, and medical authorities.

The author, who heads the fabulous Sports College of Canada, served as a special consultant for the Detroit Red Wings this year. He conducted physical evaluations of the players and instituted a special course of training

based directly on the principles set forth in this manual.

Thanks to his intensive researching, the book also contains an abundance of playing suggestions based on startling new statistics. It indicates what shots are most likely to beat the goalie, the spots from which goals are most frequently scored, and how to organize successful offensive plays.

The book contains everything a hockey coach can possibly ask for. It is the type of text you can unreservedly recommend to every coach, player, and spectator.

- **THE CAMP DIRECTOR'S HANDBOOK AND BUYING GUIDE (1951 Edition).** Compiled, edited, and published by Galoway Publishing Co., Plainfield, N. J. Pp. 140. Illustrated—photos, charts, diagrams. \$1 (U. S.), \$1.50 (elsewhere).

THE fourth annual edition of the official handbook of the American Camping Assn. offers an encyclopedia of information for everybody interested in or connected with camp operation.

Changes have been made in the editorial content, based on the experience of camping people with the previous editions, and much new material has been added. Among the new features is a 16-page camp director's calendar giving suggestions on what to do each month of the year, a compilation of selected motion pictures for camp use, and a detailed chart on how to buy insurance.

The rest of the book covers every phase of camp operation. It thoroughly expounds food and food preparation, health practices, fire prevention, buildings and equipment, waterfront activities, campcraft and nature lore, arts and crafts, sports and games, dimensions of playing fields, and many other pertinent subjects.

Another portion of the text is devoted to a Buying Guide. It contains an alphabetical listing of nearly 100 different kinds of supplies and equipment needed in camp operation, together with the names and addresses of leading suppliers of these materials.

Also extremely helpful is a comprehensive bibliography of books on all phases of camp operation.

- **COLLEGE HEALTH KNOWLEDGE TEST.** By Terry H. Dearborn. Stanford, Calif.: Stanford Press. (Prices below.)

PREPARED by the chairman of the department of physical and health education for men at Santa Barbara College, this test furnishes a valuable instrument for determining either the extent and soundness of the health in-

formation that students bring to college with them, or the extent of their achievement in college personal hygiene courses.

It indicates (1) the gaps to be filled, (2) the misconceptions to be corrected, and (3) the level from which the instruction may proceed.

The test is self-administering and readily scored. It contains 100 questions in 11 topic areas, including mental hygiene, nutrition, biological background information, excretion and cleanliness, reproduction and heredity, prevention and control of disease, hygiene of environment, and evaluation of medical care and advice.

The test is also suitable for senior high schools offering hygiene courses, and for adult classes.

Prices: Sample set 15¢; 25 copies, \$2; 50 copies, \$3.50; 100 copies, \$6; 300 or more copies, \$5 per hundred.

NCAA Official Guides

FOR the first time in their 57-year history, the official collegiate sports guides are now under complete control of the colleges themselves. The editing, manufacture, and distribution of the books are being handled by the National Collegiate Athletic Bureau, the service agency of the NCAA.

The Athletic Bureau will publish nine guides a year. All the 1950-51 editions are now available. They include the: 1950 Football Guide, 1950 Soccer Guide, 1951 Basketball Guide, 1951 Boxing Guide, 1951 Wrestling Guide, 1951 Swimming Guide, 1951 Ice Hockey Guide, 1951 Track and Field Guide, and 1951 Lacrosse Guide.

Judging by these initial editions, the reversion of the Guides to NCAA aegis has been the best thing that's ever happened to them.

The guides are now much more attractive and easier to read, and possess far more helpful and interesting material. Each edition features fine, clear photos, complete results from the preceding season, individual and team records, All-American teams, useful technical articles, the official rules, and excellent features.

All of the material is tastefully and professionally presented and beautifully bound. Each guide sells for a buck (\$1). You may order from the National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.

VOIT'S 1951 CATALOG

BEAUTIFULLY laid out in five colors, the new 1951 Athletic Equipment Catalog being distributed by the W. J. Voit Rubber Corp. contains 32 pages and lists 87 items, including new items such as cork-center softballs and baseballs, all-rubber softball bases and home plates, bat-knob protectors, and adjustable Swim-Fins.

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"Here Below" Editorials

(Continued from page 5)

colleges which attempt to make money on football and basketball. They don't realize that neither the college nor the athletic director enrich themselves from it. The money pays the freight for the so-called minor sports, and thus gives thousands of other boys a chance to participate in athletics.

No, the back-to-the-campus movement is both unrealistic and futile. Closing the public arenas to college ball in order to stop fixers is tantamount to closing the banks to stop tellers from clambering over the back wall with samples. It would never eradicate larcenous tendencies where such tendencies exist in a man.

We repeat, there is no foolproof solution to the problem.

That's the terrible part of it.

The only answer, as unsatisfactory and nebulous as it may seem, is through intensifying the teaching of basic moral principles . . . through doubling the vigilance on the players . . . through putting stronger teeth in the bribery laws . . . through through repeating over and over again the importance of immediately reporting every bribe, no matter who it comes from . . . and through pointing out the fate of the exposed bribe taker.

The sad, tearful collection of "rotten eggs" in New York should serve as a warning. They have disgraced their schools and families, ruined their college careers, and seriously jeopardized their futures. We feel sorry for them. They are not criminals in the ordinary sense. But we hope the judge throws the book at them. It may prevent a lot of other kids from going wrong in the future.

BEFORE excommunicating these boys, however, both the public and the colleges might do a little more soul-searching in regard to moral responsibility. Here are two pretty trenchant observations on the subject:

Bruce Drake, Oklahoma coach: "Every person who places a bet on a basketball game, even though it's just a dollar on a parlay card, is morally responsible for and has contributed to this deplorable situation.

"Although they may not realize it, betting alumni help build gambling on college sports into an institution so gigantic and universal that gamblers will try to tamper with players to beat the odds."

Joe Williams, columnist: "It is no trick to put together a major basketball team. But to do so you must be prepared to make concessions, and all too often these concessions prostitute the primary function of the school, namely to educate the students. . . .

"How can you expect young men to have any great respect for their school when they know their classroom work is secondary to their skills as an athlete? How much respect do you think a player really has for a school which has outbid six or seven other schools for his services? Damned little, I'd imagine. Contempt more likely.

"That's what is happening to our college sports. From the start the young men are exposed to devious practices. In a sense they are corrupted before they even put on a uniform. So why should a college president profess shock when a scandal breaks, why should a coach bow his head and moan: 'Why, I was just like a father to the boy?' They had asked for it all along."

In conclusion, we'd like to say that we're glad the whole rotten mess was uncovered. It was about time, for the ugly truth is that this sort of collusion has been going on for at least 10 years. Everybody close to the game was aware of it. But nothing could be proved, and the coaches just couldn't believe it.

Now it is out in the open, and it stinks. But the lesson has been learned. The cost was dear, terribly dear. But from now on, nobody will be excused for refusing to see or hear or speak any evil. Basketball will survive and be the better for it.

Meanwhile, let's be sensible and realistic in our approach to the problem.

A HAPPY FAREWELL

BY THE TIME you read this, baseball's Happy little commissioner will probably be scanning the help-wanted columns, just another guy out of a job; and somehow we feel that baseball won't be the same without him—it will be better.

Though we hate to kick the body while it's still warm, the blunt truth is that Mr. A. B. Chandler, except for a resplendent array of initials, brought little dignity or talent to his high office.

A big professional grin and a reasonably mellow baritone may produce wonders in politics, but base-

ball demands something more—a little dignity, scrupulous objectivity, common sense, and judiciousness.

Happy can't be given a passing grade in any of these. Right from the beginning, he showed a distinct ineptitude for the job. His pettiness, disposition to play favorites, inconsistency, and lack of executive brains brought nothing but embarrassment to the game.

We earnestly hope that the baseball potentates have learned their lesson by now—that professional politicians don't make good commissioners. Baseball no longer needs a front man. It needs a solid baseball man, and there are some good ones in the ranks.

A shrewd, experienced executive like Branch Rickey could do a great job of superintending the bat-and-ball pastime. And if Rickey isn't available, how about Ford Frick or George Trautman?

But two and two doesn't always make four to the baseball bigwigs. As we write this, it would appear that Jim Farley has the inside track. He might be just the man for the job. But outside of problematical political connections, what has he got that Rickey, Frick, or Trautman haven't twice as much of?

TEERING OFF

THAT crimson flush on the horizon a couple of months ago was not a scientific phenomenon. It was merely a reflection of our face upon learning of a "skull" in our January issue.

On page 18 of that number, one of our authors declared that "batting tees have never been manufactured in sufficient quantities to warrant their sale." How we let this slip by unchallenged will remain one of the great mysteries of the magazine age. For the statement simply isn't true.

We were jolted out of our somnolence by the formidable W. J. Voit Rubber Co. "For your information," they told us, "we've been producing a very fine batting tee for the past few years; and, what's more, we've been manufacturing them in sufficient quantities to accommodate every team in the Western Hemisphere. You may acquaint yourself with our tee by reading our advertisements in *Scholastic Coach*." Ouch!

ANENT THE LAZ 15' VAULT

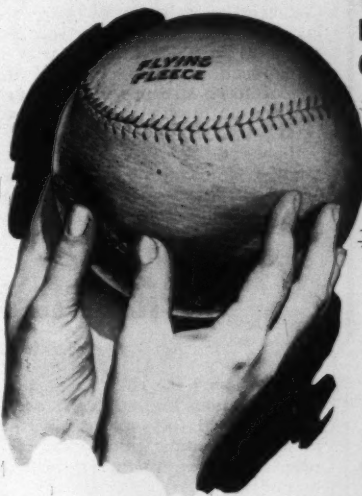
SINCE the title of our article on Doz Laz last month raised a few eyebrows, a word of explanation is in order. At about the time you were opening the February issue of *Scholastic Coach*, the papers were shrieking, "Bob Richards becomes the second man in history to vault 15 feet."

Hence, upon reaching page 9 of *Scholastic Coach*, you may have been surprised to read, "Don Laz, the World's Second 15' Vault."

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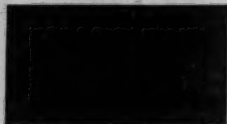
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1. Spike-resistant Rubber Face (Detachable)
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In Use All Over U. S.

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"Aces in Action," a manual
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The how-come is this: Don Laz actually is the world's second 15' vaulter — though unofficially. He cleared the magic height last year in an inter-squad meet at the U. of Illinois. The full details were relayed by Dick Ganslen in this department last April. Dick, who is field coach at Illinois, helped the chief referee measure the leap, and there is no question of its authenticity.

Richards, as you undoubtedly know, has officially cleared 15' several times this winter. We saw him do it twice, and there isn't any doubt

in our mind that he is up there to stay. Though he twitched the bar both times on his descent, he was clearly getting his body over it. We actually saw him clear 15-4, only to dislodge the bar on the way down.

Insofar as Laz is concerned, he should be getting up there by next season, if not sooner. He recently broke Earle Meadows' indoor record for a dirt runway (with a vault of 14-7½), and with a little more experience and confidence he'll be following Richards over the 15-foot mark.

Trick Stuff for Coaches

(Continued from page 34)

were carrying the ball. Then, all in one continuous motion, the quarterback grasped the ball in his right hand and brought it down and back past his thigh, flipping it straight behind him.

The left halfback picked it out of the air and drove through his side of the line. The defense was pulled to its left by the fake, just enough to give the ball-carrier time to gain several yards.

A fake, whether it's an individual or a team affair, serves one purpose—it draws the defense's attention toward the wrong spot. In football, the idea is to make them think the wrong man has the ball. In basketball, the object is to make the defense think the ball is going to a certain spot.

You may argue that trick stuff is old hat—that every piece of chicanery is known and that teams are prepared for them. Maybe the tricks are old. But the part about teams being prepared for them isn't true.

It's practically impossible for a coach, even if he knows all the trick plays in the book, to teach his team to be on the lookout for them. His energies must be directed toward teaching his team a general system of defense. He only emphasizes the special play situations he expects to run into. A good fake or trick play is usually successful if it is carried out with precision.

How, then, can a coach originate and make use of trick plays and fakes?

First, he must know the rules. This does not mean just a general knowledge, but a specific understanding of all the rules and their interpretations which control the game he is coaching. When working out a trick play or fake, a coach must be absolutely sure that everything his boys do is legal.

I remember a football play I used only last year in which three pass receivers ran downfield together. The passer threw a high, looping pass toward the group. Two of the intended receivers suddenly blocked out the defense, leaving one man open to catch the ball.

After using this play in several games, I discovered that it was illegal according to the rules. I made this discovery while studying the rule book. Yet none of our last year's officials called us on it! It's a pass-interference situation, and the penalty is 15 yards.

Second, the coach must believe in the play or fake himself and sell it to the boys. If you don't have faith in a thing yourself, you can't do a good job of teaching it to others. If the boys don't have faith in it, they won't do their best to put it over.

I remember one particular basketball play which I sold to my boys. Not long after, I lost faith in it and crossed it out of our strategy.

But the boys didn't forget. In fact, they used the play later in the season during a close game, and made a basket. We won by two points! They had faith in the play and made it work!

Third, the coach must teach the play to the team and make doubly sure they can run it with precision. The on-side kick, described earlier, where the kicking team caught their own kick-off, was a precision play. The place kicker had to kick the ball into a limited area. The end had to time his run so he'd be under the ball. All that took practice and plenty of it.

Lastly, the coach must use the fake or trick play at an opportune time, when it will have the best chance to succeed.

Nashville's strategy of lining up

at the wrong end of the basketball floor might never have worked at any other time during the game. The situation was ripe for such a trick. They had the ball; they were ahead by a narrow margin; the other team was playing pressing man-for-man defense; presto, it worked!

Trick plays and fakes are valuable offensive weapons. They can mean the difference between victory and defeat. They can destroy the morale of opponents and build up your own team's confidence.

But, they must be within the rules; the coach must believe in them himself, sell the idea to his boys, and teach them well. Then, most important of all, the trick play or fake must be used at the right strategic moment.

Analyze your situation, analyze your opponents, analyze the sport you are coaching, analyze the rules; then, combining the results, improvise trick plays and fakes which will work at the right time.

Thar's gold in them thar' fakes!

Coaches' Corner

(Continued from page 36)

Bob Richards through two near-successful vaults of 15 ft. 1 in. Now he was preparing for his third, and last, try. It was a tense, dramatic moment. So the sponsors promptly switched on a commercial!

When the camera switched back to the arena, there was Richards hopping up and down in ecstasy, the crowd roaring like thunder. He had cleared the bar—becoming the second man in history to vault 15 ft.!

It served the blundering sponsors right. Because of their failure to exercise commonsense and hold up the commercial for 30 seconds, they had failed to catch the most momentous track moment of the past decade.

By the way, whatever happened to all those learned professors who firmly predicted, back in the '30's, that 15 feet was absolutely the highest that a human pole vaulter could ever be expected to clear? Or are Warmerdam and Richards inhuman?

The most embarrassing t.v. moment for Vin Scully, who spells Red Barber in Brooklyn, occurred one afternoon when he was building up a big moment for his audience. He kept telling them of the crazy gyrations that Jake Pitler, the Dodger first base coach, was going through as the opposing pitcher was throwing wildly to the batter.

As the pitcher threw the fourth ball, Scully chuckled, "Just watch the act ol' Jake puts on now," he chortled. He pressed the button that switched the camera to the first base area. And there was Jake calmly scratching his rear end!

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... for the all-important foot tub in your shower rooms. One pound to a gallon of water kills common Athlete's Foot fungi in less than a minute! Non-irritating; harmless to towels. Easily tested for proper strength with Dolge Alta-Co Powder Tester.

2. ALTA-CO FOOT POWDER

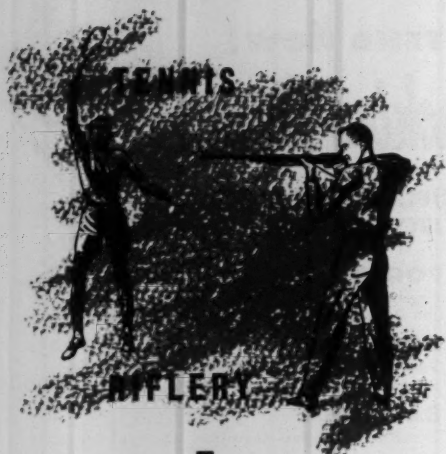
... for dusting, gives additional protection against re-infection. Soothes while drying between toes in shoes and socks, this potent but gentle fungicide does its work where Athlete's Foot fungi flourish.

3. ALTA-CO 300 H.D. FUNGICIDE

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Write for 36-page illustrated booklet,
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- ☐ Information on Starting Blocks

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- ☐ Catalog of Basketball Shoes

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- ☐ Ace Manual for Prevention and Treatment of Athletic Injuries

BERLIN CHAPMAN (59)

- ☐ Catalog of Allsteel Frame Bleachers

BRESNAHAN, GEORGE T. (60)

- ☐ Information on Starting Blocks

BRISTOL MFG. (27)

- ☐ Bristolite's (Tennis Oxford) Athletic Catalog

BROOKS SHOE (35)

- ☐ Special Coaches Catalog of Athletic Footwear

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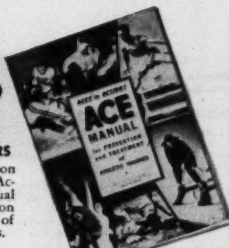
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- ☐ Information on Suspension Helmets, Shoes, Balls, Track Supplies

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- ☐ Information on Skinner Fabrics

SPALDING & BROS. (1)

- ☐ Catalog
- ☐ Sports Show Book

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(63)

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(Principal, coach, athletic director, physical director)

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March, 1951

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When you are appointed to your position—have an understanding that you will have a free hand in the handling of your charges.

You know better than anyone else what your boys and girls need in the way of protective equipment for all sports — and you should have the last word in the selection of that equipment.

Get all the budgeted financial help you can, in these trying times, from your local School Committee, Board of Education or Athletic Association—but you should have the say on where your athletic equipment is bought or serviced.

Take a page from Bill Stewart's book (Senior National League Umpire) — "BE THE BOSS WHEN YOU ARE ON THE JOB — YOU'LL HAVE THE RESPECT OF YOUR SUPERIORS."

In one large city — on our list — the Athletic Equipment Selection Committee is composed of ex-Coaches and Big Time Officials — and they know their way around. We never question any decision which they make. This is an unusual case, however.

Insist on the same setup in your Town, City or College. If you have no athletically experienced board to assist you — make it clear that you should be the sole judge of what to purchase for the youngsters under your jurisdiction, and insist on this right — "Be the Boss Man — or quit your job."



PEABODY, MASSACHUSETTS

RECONDITIONERS OF
ATHLETIC EQUIPMENT